



BOSTON PUBLIC LIBRARY.

NOT TO BE TAKEN AWAY.

Teachers Department

SCHOOL REPORTS.

BOSTON, 1847.

REPORTS

OF THE

ANNUAL VISITING COMMITTEES

OF THE

PUBLIC SCHOOLS

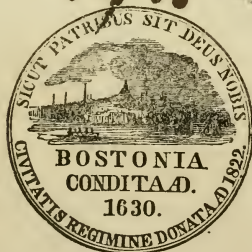
Duplicate Copy Withdrawn:
No Longer the Property of
the St. Louis Public Library.

CITY OF BOSTON.

School Comm.

Annual report
1847.

148



BOSTON:

1847.

J. H. EASTBURN, CITY PRINTER.

Teachers Dept file

St. Louis Public Library
June 12, 1957

In School Committee, May 19, 1847.

Or *red*, That Messrs. George B. Emerson, Richard Soul Jr., and James Ayer, be a Committee to make the Annual Examination of the Grammar Schools, and report thereon.

Attest,

S. F. McCLEARY, *Secretary.*

DEC 16 1943

~~Ref. 3123~~

Ref. 3797

SCHOOL REPORT.

TO THE SCHOOL COMMITTEE OF THE CITY OF BOSTON.

THE Sub-Committee appointed "to make the Annual Examination of the Grammar Department of the Grammar and Writing Schools and report thereon," have attended to that duty, and submit the following

R E P O R T :

And inasmuch as it is provided, by an order of this Board, that our Report, if accepted, shall, together with the Report of the Committee on the Writing Department, "be printed and distributed among the citizens," and be thus the Annual Report of the Board, we shall make no further apology for entering upon the whole subject of the condition of the Schools, as fully as our time will allow.

To a person visiting all the schools after an interval of twenty-five years, as the senior member of your Committee does, the appearance of improvement is very striking. A vast progress has evidently been made. The houses are larger, more beautiful, more commodious, and better furnished. The masters are more active and intelligent. A better and higher set of children fill the seats; and the children are, in a remarkable degree, more quiet, orderly and well-behaved. The course of study is wider and more fully accomplished. All these things indicate advancement. They are the

evidence and the reward of faithfulness on the part of our predecessors at this Board. They are stimulants to energetic perseverance in ourselves. We are here not merely to bear testimony to the good which has been done, and to rejoice in it; but to carry the work on, and, so far as in us lies, to perfect it. Placed here by our fellow-citizens to take charge of that highest and dearest interest,—the education of their children,—we are bound to survey and consider the whole field, and to make a true, full and faithful report to them; that they may judge whether the work which the time needs is doing, or whether more and better ought not to be done.

What then is the present condition of the Grammar Schools? Are the teachers persons of thorough education, of good manners and spotless character; firm, gentle, faithful, assiduous? Do they “exert their best endeavors to impress on the minds of children and youth committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded”; and do they “endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices,”* as is required by the Constitution and

* Revised Statutes—Chap. 23. Sect. 7.

laws of the State ? Is the instruction suited to all classes of the children ? Are all the children, within the ages for which public instruction should be provided, brought into the schools ? Are the things taught which ought to be taught, and is *all* taught which ought to be taught ? Are the methods of instruction what they should be ? Does the instruction give the learner the necessary qualifications for the business, the privileges and the duties of life ? Does the instruction in reading tend to form habits of easy, fluent and intelligent reading ? Does it create a love for the best kind of reading ? Does the instruction in geography furnish the learner with a knowledge of the things most important to be known in regard to the various parts of the earth ? Does the instruction in history present the most important events ? Does the instruction in grammar teach the pupils to write and speak the language correctly and with readiness ? Does the discipline of the schools tend to form habits of self-control, of kindness, gentleness and generosity, of diligence, activity and perseverance ? Is a proper distinction made between what is necessary for the education of girls and what for boys ? Are the boys formed to be good, virtuous and capable citizens ; and the girls prepared for the duties and requirements of women, who are to be the teachers of the coming generation ?

Is the arrangement of the various grades of schools what it should be for the thorough and economical instruction of all the children of all classes, in the City ? Are the school houses all that could be obtained for the money spent in their construction, and are they furnished with suitable apparatus and books for the aid of the teachers and the pupils, and for the illustration of the studies ? Are the houses properly warmed, venti-

lated, managed and kept in repair? Are the school books what they should be, and are they furnished to the children, many of whom are very poor, in the most economical manner?

These are some of the questions which our fellow citizens will ask, and to which they have a right to expect from us an answer.

The first object of the Committee was to ascertain, by visiting all the schools, and making, by personal inspection and questions, as full and careful an examination of their general condition, as all the time at their disposal would admit. They found in the different schools the greatest diversity in external situation and circumstances, and in internal arrangement.

As to internal arrangement, the schools dispose themselves in three divisions;

1. Schools for girls only,
2. Schools for boys only,
3. Mixed Schools, for both girls and boys.

The girls are allowed to remain in school until the age of sixteen, and, both on this account and on account of the earlier developement of the mental powers of females, it seems an act of injustice to compare the other schools with those of this first division, in the expectation that the same standard of scholarship should be reached in them. Not less unjust would it be to expect either the girls or the boys in the mixed schools to attain the same degree of advancement as in the schools of the other two divisions; inasmuch as, with the same average of teachers, all the classes must be only half as large as in the schools for one sex, and the instruction, other things being equal, must be in the same proportion less particular and effective.

In materials, the schools differ no less than in inter-

nal arrangement. In those parts of the city occupied by permanent, native residents, the materials are the best possible; in those parts occupied chiefly by foreigners, or their immediate descendants, the materials are very poor: and, between these extremes, there are many varieties.

In external situation, the schools differ very essentially; the situation of the Lyman, Wells, Mayhew, Phillips, Endicott, Boylston, Brimmer, Franklin, Dwight, Hawes, and Mather Schools, being all that can be expected or desired in a great city; that of the Eliot and Johnson, good; the present situation, in their temporary arrangement, of the Bowdoin, bad; of the Adams, excessively bad; of the Winthrop, poor; of the Hancock, so bad that it has been resolved to abandon it and erect a new house in a favorable situation; of the Otis, so very bad, in all respects, that the Committee think the best thing for the City would be to dispose of it for the purposes to which its neighborhood is principally devoted. These are important considerations. It is not possible to give equally good instruction in a school constantly interrupted by the thunder of wagons, and the clatter of pumps and steam-engines, as in one in a quiet and retired situation.

In facilities for instruction, the schools also differ exceedingly. In several, as in the Brimmer, Dwight, Franklin, Hawes, Lyman, Mayhew, Otis, and Phillips Schools,—that is, in all those recently erected,—there are excellent reciting-rooms, so that nearly every class may recite by itself. In others, all the work of a large school must be going on, at once, in one room.

Some of the schools are abundantly furnished with black-boards, allowing a large class to be employed before them at once. In others, the existence of this

great improvement in the means of instruction is barely recognized. Some are furnished with outline maps and with a globe, both of which are constantly used;—in others, furniture of this kind is very deficient.

In books and philosophical apparatus, the supply is very unequal, but everywhere insufficient. In some of the schools, there are globes, outline-maps, and a tolerable collection of philosophical instruments. In some, there are books for the aid of the master and for the use of the pupils. In others, the whole philosophical apparatus is very defective, incomplete, and out of order; and in many of the schools, there are no books for reference or for circulation.

All these are circumstances to be considered, in comparing the schools with each other, and in judging of the faithfulness and success of the instructors.

In ventilation, all the schools have been, through the continued intelligent care of one of this Board,* vastly improved; so that the air in them is as good as it is in most parlors, and incomparably better than it is in the unventilated eating rooms and sleeping rooms, which are still common in private houses, and in poor taverns and other places of summer resort. Every apartment occupied by human beings should have an outlet, always open, for the escape of the air which has passed through the lungs, or come in contact with or immediate vicinity to the human body; and it is of the utmost importance, not only to the mental vigor and the immediate and future health of the teachers and pupils, but as a part of the education of the children, that they should be always accustomed to school-rooms furnished with ample openings for the escape of foul air and for the admission of pure.

* H. G. Clark, M.D.

In their first visits, the Committee endeavored to ascertain, by personal questioning and inspection, the condition of the schools in respect to the instruction given and the progress made in reading, grammar, geography, and history; the examination being, in all cases, and, with few exceptions, throughout, conducted by the Committee. They are aware that this mode of examination gives but a partial view of the condition of a school. The oral examination, to be completely just and satisfactory, ought to be in part conducted by the Committee and in part by the teacher. The point reached, the attainments made in each study, may be ascertained by a Committee, by means of questions put by themselves, while the teachers are looking on as spectators. But other points not less important,—the language, the manner, and the spirit of the teacher, the intelligence, vivacity, and thoroughness of his teaching, and the mental habits formed in the learner by the process, can only be learnt by seeing and hearing the teacher conduct the examination of his own classes, uninterrupted and uninfluenced by the Committee. Both these modes, the Committee, in the four, or, at most, five hours spent in any one school, had not always an opportunity to adopt. It was only in certain schools that the readiness and rapidity of the answers of the children left the Committee time to witness the mode of instruction employed by the teacher.

In almost all the schools, the examination in reading, while confined to the upper divisions of the first class, was in the highest degree satisfactory. The reading is admirable. These schools are sometimes emphatically called Reading Schools: and justly; good reading is the glory of the Boston Schools. There is nothing for which they are so much distinguished; and there is

nothing so desirable, or which requires and indicates so much pains and skill, and the successful exercise of so many faculties, mental and physical; and the teachers and the inhabitants have reason to pride themselves upon the preëminence which the schools have attained in this beautiful and graceful accomplishment.

As the examination was extended into the lower classes, the result was far less satisfactory. In the third class, and even in the lower divisions of the first class, intelligent reading is comparatively rare. In the third class, the reading is often in no respect superior to that of the more forward children in the Primary Schools. This fact, however much to be deplored, is not surprising. Our annual examinations are confined, by our own rules, to the children in the first class. To them, the attention of the Head Masters in both departments is naturally and almost exclusively given. The three lower classes, including more than four fifths of all the children in the schools, are left to the care, discipline, and instruction of subordinate teachers. In a very few of the best schools, the masters extend their care, by occasional supervision of the children and by aid and advice to the teachers, to all portions of their schools. But in many, we believe in a majority, the whole time and attention of the Head Masters are devoted to the first class; while the whole instruction and management of the lower classes are devolved upon teachers serving on much smaller salaries, and probably, therefore, of inferior qualifications. This arrangement is partial and unjust; the more, as a considerable majority of all the children never reach the first class; and thus never partake, except very remotely, in the advantages of the best and most expensive instruction provided for the schools.

The present arrangement in the two-headed schools, which confines to less than one fifth of the pupils, the attention of the two masters whose salary amounts, on an average, to considerably more than the salaries of all the teachers of the other four fifths, is apparently the consequence of that most false and mistaken notion that any one, however humble in his capacity and attainments, is competent to direct the beginnings and earlier stages of instruction, provided that some one of superior character is to have charge of its final processes; that any stupid hand will suffice for the culture of plants in the seed-bed and nursery, and in their first transplanting, provided an intelligent eye is to oversee their growth in the orchard and in the forest.

A lamentable but legitimate consequence of this preposterous arrangement is the fact just stated. Children are found, who have been a year or two years in the Grammar Schools, no farther advanced than when they were *promoted* from the Primary Schools. They have been seemingly stationary. They have made no perceptible progress. This is a frequent cause of complaint with parents; whether with justice or not, those members of this Board may decide who have had children in the lower classes of the Grammar Schools. Every one who knows any thing of the restless activity of a child, between eight and twelve years of age, may conjecture what must be the natural consequence of his being so placed as to be prevented from making onward progress; to what habits of stealthful and mischievous action he will be tempted; what feelings of disgust at the irksomeness of compulsory confinement, extending gradually to all which is done in his place of torture; what violence of aversion and repugnance against the laws which would produce restraint; and, if those laws

are successful, what habits of listlessness, of dogged indifference, or of stupid slothfulness, there is danger of his forming.*

An object of particular interest and constant attention with the Committee, in their oral examination, was to ascertain how thoroughly the habit is formed of understanding what is read in school. The reading lessons, if well selected, give opportunities for instruction on the greatest variety of subjects. In some of the schools, these opportunities have been most faithfully and successfully embraced. One is surprised to see what an extensive knowledge of language has been acquired by the pupils in the Bowdoin, the Brimmer, the Wells, the Lyman, and some other schools. This is not a mere knowledge of words; it is knowledge of the things, facts, ideas and thoughts expressed by words; and, when communicated, shows more clearly than any thing else can, the faithfulness and ability of the teacher.

As language, addressed to the eye or to the ear, is necessarily the medium, and usually the only medium, of intercourse between mind and mind, an object of primary importance in the education of every child is to furnish him with a vocabulary, as extensive as possible, of words upon all those subjects which he will be called to deal with. This is not to be done by means of the dictionary or spelling book. Learning columns of words does nothing towards it. It is to be gained, on most subjects of thought, from reading well-selected books, and from intelligent conversation. A vocabulary of words relating to visible objects is best obtained,

* A remedy has been suggested for this evil, in a Report adopted by the School Committee, the substance of which is given in Note A.

perhaps only obtained, from seeing the objects themselves, and hearing them familiarly talked about by persons acquainted with their nature, uses, and properties. The exhibition of real objects would be a desirable addition to the means of instruction, especially with the younger classes and in the lower schools. Many of the grammar masters now use, with various degrees of skill, the only means within their reach. They read over the lessons with their pupils, and explain, in easy, familiar language, the parts difficult to be understood, referring to the dictionary for the meaning of *dictionary* words, that is, usually of words of French, Latin or Greek origin. Reading-books embracing a wider variety of topics than those do which are now in use, would increase the facility and extend the field for this most valuable kind of instruction.*

In the examination in geography, questions were asked upon the most important points in mathematical, upon many points in physical, and upon a few in civil and political geography. In mathematical geography the examination was, almost uniformly, very satisfactory; showing that the most difficult and essential things had, in most cases, been well taught. In physical geography, the appearance was extremely various—sometimes highly creditable, sometimes far otherwise; and this diversity was still more striking in civil and political geography.

This unsatisfactory result seems due rather to a want of some definite system prescribed by this Board, than to any peculiar faithlessness on the part of the teachers. Geography, as presented in the text-book † used, is a

* See Note B in the Appendix.

† Woodbridge's Geography.

subject far too extensive to be mastered in a single year. Most of the teachers seem to have done what they could. But the pupils came into their first classes with extreme differences of preparation. It would seem desirable that, hereafter, all which is required to be learnt in geography should be divided into four portions, one of which should be required of the children in each of the lower classes, before admission to the next higher class. If only the great general outlines and most conspicuous natural features were required to be learnt by the children in the fourth class, the teachers and the pupils would know precisely what they had to do, and would be able to do it. At present, in all the classes, a little of physical geography, a little of political, and a little of many other things, is attempted, and very little is accomplished.

After much consideration of the matter, the Committee have come to the conclusion, that something ought to be done, in each of the schools, to give definiteness of aim to the labors of the teachers in the lower classes. They have also come to the conclusion that, from the extreme difference of character in the materials of the several schools, no one schedule of requisitions could be drawn up which would apply to all. What would be easily accomplished in the best constituted schools, would be impossible in some others. But inasmuch as children are continually going from one school to another, and it is desirable to approximate to a common standard, a few things may be set down which should be required of the children in each class before promotion to the next higher. After consultation with some of the masters, they think that so much as the following may be required.

Before admission into the third class, each child

should be able to write upon a slate a simple sentence, and to give the names of the noun and verb, or subject and predicate ; and to spell, on the slate, all the words of the reading lessons he has been over ; he should be able to *enunciate*, accurately and distinctly, all the vowel and all the consonant sounds of the language ; and he should be able to point out, on the outline maps, all the continents, gulfs, oceans, and seas ; the largest bays and outermost capes ; the largest lakes, and the largest rivers, and highest mountains in each quarter of the globe, and the limits of the zones ; and to understand the shape and revolution of the earth.

Before admission into the second class, he should be able to write, upon the slate, a simple or a compound sentence, and to give the names of all the parts of speech ; to spell, upon the slate, all the words of his reading lessons ; to articulate, distinctly, all the difficult syllables of the language, as given in Tower's Gradual Reader, or some similar work ; to give the boundaries and capitals of all the principal countries of the earth, and the most important productions of the different zones ; and to draw, on paper or on a slate, each of the New England States.

Before admission to the first class, he ought to be able to write sentences and to parse, showing the relation of all the parts of speech ; to write all the words in his reading lessons ; to read, distinctly and fluently, any piece of narrative or didactic prose or verse in his reading lessons, and give the meaning of any of the words which occur therein ; to give the boundaries of all the States, and to draw them readily, from memory, upon the slate or blackboard ; and to enumerate the principal productions, natural and artificial, of the different coun-

tries, and the principal rivers, mountains, lakes, and towns of each.

Farther than this the Committee are not prepared to go ; but they think that it should be made the duty of each head master, in concurrence with the Sub-Committee on his school, to point out, somewhat definitely, to each subordinate teacher, what he would have him aim at, and also what he would expect him to accomplish, in the class committed to his charge.

In history, the appearance of the classes was more uniform and satisfactory, at the oral examination, than would appear from the written answers to the printed questions. This is doubtless owing to their being accustomed to answering orally, and not sufficiently accustomed to express themselves in writing. This difference is not confined to children at school. There are many persons who shine in conversation, and yet who make very sorry work, with pen in hand, even upon the same topics. There was a far greater difference in the amount of history learnt in the different schools than in the quality of the instruction in this department. What was learnt was generally very well learnt ; and in some of the schools there was a promptness and vivacity in answering, very gratifying to observe.

In this study, and indeed in every other, full justice cannot be done to the teacher without hearing him examine his class, and also examining it, both by oral and by printed or written questions put by the Committee. A question as to the cause of an event or the meaning of an allusion would sometimes call out, from an individual in the class, an answer not to be found in the text-book or in any other accessible to the class. This showed that the teacher had done his duty in mak-

ing the proper explanation, although only a single one of his pupils remembered it distinctly enough to give it to the Committee. Yet this might not appear at all from the written answers, as the individual who retained this distinct remembrance might not be among those examined by writing.

The importance of thoroughness in the instruction in this study was insisted upon so emphatically in the Report of last year, that far more than its due prominence had been given to the study itself in the preparation for the examination of this year. If history is to be taught at all, it is to be taught well and understandingly. But it certainly is not an indispensable study. If the question were whether a child should be taught to read fluently and intelligently, and with such ease that reading should be a delightful recreation, for the rest of his life; should learn so much of grammar and language as to be able always to express himself, in speech and writing, correctly and with facility; so much of geography as to know what is most essential in the physical features and products, and the character and present condition of the inhabitants, of all important parts of the globe; and so much of his own structure and economy as to be able to understand the laws of physical and mental health and happiness;—or, omitting any one of these, or learning it very ill, should substitute therefor so much of history as is contained in any one small volume; we suppose there are few, who, regarding the future comfort, usefulness and welfare of the learner, would not say, without much hesitation, that the four first of these are of indispensable importance; that the latter is very desirable,—but, if either is to be left out, it must be the study of history. Wisely therefore have School Com-

mittees here and elsewhere acted, in requiring the three first studies to be introduced into the schools in the order in which they are here set down; and wisely, we think, will they act hereafter, if they require the study of physiology to take precedence of all others except these indispensable three.

The early periods of instruction should be employed in cultivating the powers of the mind as extensively as possible, and, while so doing, in getting materials for the common and universal action of the mind. Those facts should be learnt first which are most *essential* to the physical, mental and moral well-being of the individual. A woman might be an excellent mother of a family, and yet know nothing at all about the causes of the French or the American Revolution. She could not, except by accident, bring up her children with healthy minds and bodies, unless she were acquainted with the importance of pure air and a wholesome diet, and the indispensable necessity of good physical and moral habits. The mother of the Davidsons might have been fully acquainted with all the histories ever written, and yet her children might have perished as they did. But those daughters might have been now alive to be ornaments and blessings to society, if the mother had been acquainted with that simple law of physiology which forbids premature and excessive exercise of the mental faculties.

We were disposed to be well satisfied with the examination of a school, in the department of history, when it was apparent that the children had become familiar with the facts, and had been made to understand them, even if they had not been very fully indoctrinated in the philosophy of history. Children must learn facts and dates. If they learn causes and reasons, it must

be from the book or the teacher, and in the same way as facts. They are indeed, to them, only facts. Children must be farther advanced in their education than most readers of history ever get to be, to learn and comprehend, of themselves, historical reasons and causes, as such.

On no other study which came under the examination of the Committee, was there such a breadth of difference, in the several schools, as in that of grammar. Some masters, as if they had just waked up from a sleep of a quarter of a century, retain all the obsolete and threadbare technicalities of Murray, as though the highest object in school life were skill in parsing, which, when you come to hear the skilful parser's conversation, or read his composition, you see he never conceived of as having any relation to either.* Some masters retain the old system, and, from its dry, harsh and barren husks, draw a precious kernel for use; teaching well, in spite of their text-book. Others take a view of language incomparably more philosophical than ever occurred to Murray, or to any of his followers. It was mournful to think of the time which must have been spent in acquiring the astonishing facility sometimes exhibited in a process so useless as to most persons that of routine-parsing is. It was mortifying to hear a set of rules constantly quoted, one half of which are violations of the language of which they profess to be the canons. But it is encouraging to perceive that from various quarters light is breaking in. The analysis of sentences given by the pupils in some of the schools,

* "I don't like this ere school," said a girl who had been parsing very nicely, in another school, for a considerable part of seven years, "coz there aint no grammar taught in it."

especially the Eliot, the Endicott, the Mayhew and the Phillips, was excellent, indicating, in the teachers, enlightened views in regard to language.

An oral examination was seldom made in spelling, as the only sure test of a learner's skill in orthography is his success in writing. This is given by the written answers to the printed questions. As the only reason why one should learn to spell is that he may write correctly, it is beginning to be found that most of the time spent in oral spelling is lost. The true use of the oral process is not for the perfecting orthography, but for exercise in articulation and pronunciation.

Having thus given a rapid view of the general appearance of the schools, it seems proper to state, in a few words, the appearance of each. This will be done in the order in which they were examined. And there will be given in this connection several particulars in regard to each of them, ascertained by the oral examinations, a knowledge of which is necessary to forming a correct judgment of the schools.

WELLS SCHOOL. FOR GIRLS. M'LEAN STREET.—*C. Walker.*

This School has been in operation fourteen years, but has been open, to girls only, for about three years. The situation on McLean street is excellent; the house is good; and the materials for a school are fully equal to those of any school in town. The blackboard and the globe are used by the teachers. The greatest activity exists in the operations of the first class. The reading, both in the effect given to the pieces, and in the *thorough understanding of the language* used, is remarkable. The Committee think, however, that the style of reading is somewhat too rhetorical, too much for effect, and not

perfectly adapted to the quiet, graceful and natural tone which should belong to a lady, reading, for the instruction and entertainment of her family and friends, in a domestic circle. A great deal is done in this school; and the master has found time, after carrying his class through the studies prescribed, to give lessons in the philosophy of rhetoric. Indeed, too great attention seems to be paid to this particular study, with the effect, we fear, not of elevating the taste, and giving a more comprehensive love of reading, and a ready, and fluent use of language in composition, but of rendering the pupils too critical and ready to find fault with mere style,—a propensity, in young persons, much to be regretted. Most of the time spent on rhetoric would be much better devoted to physiology. The examination in geography was very satisfactory, with the important exception that no attention had been given to map-drawing. The appearance in history was respectable; in grammar, very satisfactory; and the school had an air of neatness and order. Its excellent condition could not be accounted for without the knowledge of the fact, very creditable to the master, that he finds time for a steady supervision of the whole school.

OTIS SCHOOL. FOR BOYS AND GIRLS. LANCASTER STREET.

I. F. Shepard.

The house is a good one, furnished with two recitation rooms, and with blackboards; but so badly situated and noisy, as to be totally unfit, during the summer half of the year, for the purpose of a school. The materials also are poor. The examination in reading showed a prevailing want of intelligence and activity. The boys, especially of the second division, read loud enough

and with tolerable enunciation, but without reference to the sense, and with a bad pronunciation. The appearance in grammar was poor, especially of the lower portions. The examination in history was satisfactory, and that in geography not much otherwise. The order and neatness were tolerable. The blackboard is used in spelling and in learning definitions. The school has a miscellaneous library of 300 volumes, presented by Wm. S. Damrell, Esq., and a few books of reference belonging to the master.

MAYHEW SCHOOL. FOR BOYS. HAWKINS STREET.

W. D. Swan.

The school house is excellent, extremely well situated, with good recitation rooms, blackboards, and globes. The materials are good; and the school exhibited an appearance of great activity, of considerable neatness, and of tolerable order. Great attention is successfully paid to the mechanical part of reading, the utterance being loud and slow, the enunciation clear and distinct, the pronunciation correct, and the inflections just. There was a want of feeling and spirit; and the answers to questions, as to the meaning of the passages read, indicated a deficiency in this particular. The examination in grammar showed an improved method of parsing and analysis skilfully applied. The examination in history was very satisfactory; that in geography not so much so. The blackboards are used; the relation between master and pupil seems to be what it should be. Excellent methods are used in teaching composition.

There is a library of 400 volumes belonging to the school, and the teacher thinks a still larger one would be useful.

ENDICOTT SCHOOL. FOR GIRLS AND BOYS. COOPER STREET.

G. Allen, Jr.

The situation of the house is excellent, but it has no recitation rooms, and the space about it is insufficient. The materials, on the whole, are very good, and the appearance of neatness and order is most commendable. The reading, in its mechanical part, was very excellent, with, however, some want of fluency, feeling and spirit. Yet the answers to questions showed a familiar understanding of the meaning of the words. The parsing, and the analysis of sentences, were very excellent. The examination in mathematical and physical geography was not satisfactory; that in civil geography more so; and in history very creditable. The blackboards and globes are somewhat used. The relation between teacher and pupils seemed good.

HANCOCK SCHOOL. FOR GIRLS. HANOVER STREET.

W. J. Adams.

The poor school-house is to be abandoned. The materials are of a medium character, and the appearance of order and neatness, and of a pleasant relation between teacher and pupil, was satisfactory. The reading was, in every particular, good, but not remarkable, and there was not shown sufficient acquaintance with the meaning of the language of the pieces read. The appearance in grammar was good; in mathematical and physical geography, excellent, though the globe is little used; in history, not so satisfactory. Too much time seemed to be spent in talking, and there was, consequently, not the appearance of sufficient activity among the pupils.

BOWDOIN SCHOOL. FOR GIRLS.—*A. Andrews.*

The temporary situation of this school, in the Masonic Temple, was unfavorable, and the time of examination,—the afternoon of the 6th of July,—the worst that could be found in the year. Yet the school exhibited that beautiful and satisfactory appearance which seems to have been its attribute for many years. The reading was almost the best the Committee have ever heard in a public school,—simple, natural, feeling and graceful. A teacher would naturally endeavor to discover the secret by which this desirable effect is produced; and it seems, so far as one can guess, to consist in first making the pupil fully understand and feel the passage to be read, and secondly, in not attempting to change the natural habit of the child, but to improve it by exact and thorough drilling in all the material elements. A searching examination of a large class as to the meaning and scope of one of the most difficult pieces in the reading book, showed that the former is an essential part of the process. Whatever the last may be, the effect is perfectly satisfactory, and one cannot help dwelling with delight upon the pleasure and instruction which each of these children will hereafter be able to give, in her own parlor and by her own fireside, by this unaffected and charming style of reading.

The materials of which this school is composed are excellent, and the examination in geography, history, and in natural history, was entirely satisfactory. That in grammar and analysis, technically speaking, less so; for the respectable head of the school cannot easily change the habits of many years of successful instruction. He has, however, the art of winnowing, from the chaff of poor Lindley Murray's system, a precious kernel of

wheat, which always fructifies under his skilful husbandry. The success with which composition is taught is as remarkable as that shown in reading. The relation between the teacher and pupil, and between principal and assistant, in this school, may be presented as a model to every young teacher. It is entirely parental. Punishments become unnecessary. Perfect order and earnest coöperation, in discipline and study, are secured by mutual respect, affection and confidence. In this school we see nothing resembling the scene so graphically described by Mr. Mann, in speaking of a Scotch school, and probably held up by him, and always to be held up, for avoidance rather than imitation ;—a scene which could be easily got up by any teacher of tolerable talents who was unscrupulous enough to use the means,—a scene of fierce and excited contest, where every pupil was eager to stretch forward to the answer, and to give it before any one else,—a struggle for distinction and victory. The pervading spirit of such a scene *may* be pardonable in the old world, where there are few places to be had in the strife of life, and they are to be obtained only by a desperate and deadly struggle. But this spirit is forgetful that the subjects of education are Christian children, and that the aim of education is preparation for duty,—for the calm, sustained, equable, resolute performance of quiet, modest, unobtrusive duty.

ELIOT SCHOOL. FOR BOYS. NORTH BENNETT STREET.

E. Wright.

The situation of this house is good, but it very much wants recitation rooms, which might easily be constructed, as there is plenty of space. The black-board is used. The reading was poor ; the appearance in

history poor; that in geography hardly tolerable. In grammar the parsing was good, the analysis of sentences excellent, and the drilling very energetic. This was confined to a small portion, the rest of the class being evidently much neglected; and the appearance of neatness and order was not satisfactory. The relation between teacher and assistants was evidently very different from what it should be. This state of things is much to be deplored in a school. The master ought to be a man to command implicit confidence, and, being such, he ought to be allowed a voice in the appointment of his assistants. They cannot work together for the best good of the school, unless they have a perfect and cordial good understanding. The average of attendance was high.

PHILLIPS SCHOOL. FOR BOYS. PINCKNEY STREET.

S. S. Green.

Whole of the first Division present.

The situation of this excellent house is unsurpassed, and it is amply furnished with recitation rooms, blackboards, globes and outline maps. The materials are excellent, the neatness and order good, and the relation between the teacher and his pupils seemingly satisfactory. The reading was in every particular defective; and far more attention ought to be given to it. Much attention had been given to grammar, and the examination in this department was very satisfactory. The system here introduced is immeasurably superior to the one whose place it takes, but there is danger that somewhat of the essential excellence of the thing will be lost by too great care about the frame-work. Every teacher of grammar ought to remember that parsing and analysis are of value, not in themselves, but only as

helps to a more thorough understanding and a readier use, in writing and speech, of the language whose philosophy they are intended to point out. In the Phillips school the blackboard is much employed in analysis, and the instruction is made useful, as it should be, in teaching the elements of composition. The examination in geography and history was interrupted on the first day and resumed on a subsequent day. It was not what the evident ability and faithfulness of the teacher had led the Committee to expect.

There is a Library of about 200 volumes for the use of the boys, which the teacher thinks it would be very desirable to increase to four or five hundred.

BOYLSTON SCHOOL. FOR GIRLS AND BOYS. WASHINGTON PLACE.—*T. Baker.*

The house is well situated, but poor, contracted, and ill-arranged, with only one small and inconvenient recitation room, and without blackboards. The materials are very poor, the attendance of the children being much interrupted. It is a school for both sexes; so that almost all the conditions unfavorable to the progress of the children are here brought together. Making due allowance for these untoward circumstances, we cannot but consider the appearance of the school very satisfactory; decidedly better, in all the departments, than could be expected. The relation between master and pupil is excellent, and the order and neatness are good.

LYMAN SCHOOLS. EAST BOSTON. FOR BOYS.—*H. H. Lincoln.*

FOR GIRLS.—*A. L. Ordway.*

This excellent and well situated house, provided with ample recitation rooms and good blackboards, accommodates two schools, which struck the Committee as entirely and uniformly satisfactory, in every particular. They confess, however, that they know not how much they ought to allow for the effect produced on their minds by the exquisite neatness and order which shine in every thing in the school, and the beautiful relation which subsists between the teachers and pupils, and the masters and assistants. The materials are very various and changing, and therefore poor; the average attendance being only 80 or 85 per cent. This, however, is the only unfavorable particular in the condition of the school. Every thing else is most propitious. Each master has his own pupils always with him, and has complete control over them. There is no conflict of authority; no defeat of the good influences of the morning by the contrary influences of the afternoon; no loss of time from the unequal distribution of study; no perverted arrangements from the clash of irreconcilable opinions concerning scholars, formed by different persons taking partial views of their character. The effect of these most favorable circumstances is very striking; more decided, indeed, than one would be likely to attribute to their influence. Probably every school in town would be much and immediately improved by merely being placed in these circumstances. Still, much must be credited to the untiring energy of the faithful and accomplished instructors.

This school has a valuable library of about 60 volumes, purchased at the suggestion and expense of the generous citizen in honor of whom the school had its name.

ADAMS SCHOOL. FOR BOYS.—*S. Barrett.*

The situation of this school, for some time previous to the examination, had been very unfavorable, it being obliged to occupy rooms where artificial light was often necessary during the day. The materials are good; the mutual relation of master and pupil apparently good; and the order was satisfactory, but with an apparent want of neatness. The reading was unsatisfactory, and the boys seemed to have dim ideas of what they were reading. The grammar was of a piece with the reading. The examination in geography and history, on the contrary, was creditable to the teachers, and evinced faithfulness and intelligence.

Much must be allowed for the unfavorable temporary position of this school. Yet, the whole number of pupils in both departments is considerably less than are in either of the departments of the Lyman School. The materials are decidedly better; and the strong contrast in the appearance must be attributed, principally, to the difference in system. The Committee are strong in the opinion, that if this school could be put under one head, and one set of male teachers could be dismissed, and their places supplied by young ladies like the female teachers in the Lyman School,—in a single year, without any other change, in the same uncomfortable rooms it has occupied, it would wear the bright, intelligent and happy appearance of the Boys' Department in the Lyman School. In other words, we think that if one master at \$1500 a year, and an usher at \$800, could be

dismissed, and their places taken by three females at \$300 each, the School would, in a single year, be fifty per cent. better than it now is, and that at an expense to the City of \$1400 a year less than it now costs. In saying this, the Committee are not willing to be considered as casting any reflections upon the very respectable head of the Grammar Department, or upon the teachers associated with him, all of whom they have every reason to regard as having done their duty.

THE JOHNSON SCHOOL. FOR GIRLS.—*R. G. Parker.*

The situation on Tremont street is good, though somewhat exposed to noise; the house is good, with one recitation room and blackboards. The materials are excellent; the appearance of neatness striking; the order not very good; the relation between master and pupils excellent. The oral examination showed the reading to be good, and that pains are taken to make the children understand what they read. The parsing and analysis were too technical. The appearance in geograraphy and history was equal to the average. Much attention is paid to composition.

This school has a library of about fifty volumes of valuable works, presented by Amos Lawrence, Esq.

WINTHROP SCHOOL. FOR BOYS AND GIRLS. EAST STREET.

H. Williams, Jr.

Almost every circumstance about this school is unfavorable. It has two heads; it embraces both sexes; it is made up of poor materials, in a poor house, badly situated, with but one small recitation room. Yet every thing indicates that all is done which can be done by the resolution and energy of the master to counteract them.

The school appeared neat and orderly; the examination in geography and history was very satisfactory, and the instruction in grammar singularly well adapted to the condition of the children. The reading was in most respects poor. The relation between the master and his pupils is excellent, and he gives a great deal more time to instruction than is required of him.

MATHER SCHOOL. SOUTH BOSTON. FOR GIRLS AND BOYS.

J. A. Stearns.

The situation on Broadway is preëminently good; the house excellent, and furnished with blackboards and globes, both of which are used. There is one pretty good recitation room. More are wanted and might be added at no considerable expense. The blackboards are used in map-making; and much attention is given to this useful exercise, and taste and skill are evinced by the pupils. The materials are poor, but the attendance is good, and the school has an air of neatness, but not of sufficient activity. The reading was indifferent; the enunciation rapid, low and indistinct; the pronunciation often incorrect; the utterance wanting in expression; and the knowledge of the meaning of the words insufficient. The parsing was poor; the analysis better. The appearance in geography was satisfactory; in history uncommonly good. The relation between master and pupil seems to be what it should be.

This school has a valuable library, for which it is chiefly indebted to the same untiring philanthropist who bestowed a similar gift upon the Johnson School. The library is under excellent regulations, superintended by the master; and it has led to a most useful associa-

tion for moral improvement amongst the pupils, called the Lawrence Association. The Committee were glad to find that by this Association, by direct instruction, and in other ways, the master is endeavoring to exercise a moral influence over his pupils. He deserves the more credit, as the time devoted to this most necessary and important part of his duty produces no fruit to make a show on examination day.

HAWES SCHOOL. SOUTH BOSTON. FOR GIRLS AND BOYS.

F. Crafts.

The situation is excellent ; the house good, and each department furnished with two good recitation rooms. There are blackboards constantly used for various instruction in geography, history and grammar, and there is a part of one globe. The materials are poor, and the attendance very irregular, not exceeding an average of 65 or 70 per cent. There was wanting an appearance of neatness, and there was a manifest want of order. The reading was bad, in every particular except slowness and attention to pauses. Yet the children answered satisfactorily the questions put in regard to the meaning of words. The parsing was poor, and the analysis very defective. The class did well in geography and extremely well in history.

This school has a library of about 400 volumes, of miscellaneous character, mostly contributed by the pupils. This the master would be glad to see increased.

Both the schools at South Boston suffer from the united evils of two heads, and the admission of both sexes into each School. These might be remedied either by the conversion of each school into two independent schools, one for each sex, or by devoting one of the

buildings exclusively to a school for boys, and the other to a school for girls. The former would be most convenient to the inhabitants; and, if the masters in the writing department are persons of capacity, it might be effected with little inconvenience. The latter would make better schools, as it would make all the classes twice, or even four times larger than they now are; and much more and better instruction might be given by fewer teachers, and at a saving of at least \$1400 in the expense of each school to the City.

SMITH SCHOOL. FOR COLORED CHILDREN.—*A. Wellington.*

The situation of the house is good, but there is great want of space and consequently of yard room. The house is large enough, but needs some repairs. It is furnished with blackboards, which are constantly used, and with globes. Considering the materials of which the school is composed, the reading was surprisingly good, and, in the limited space gone over in the reading books, was decidedly better than that in several other schools; and the children were made to understand what they read. Their knowledge of grammar was confined to the elements. Of mathematical geography they knew scarcely any thing; but they had become acquainted with the leading facts in physical geography, and with the civil divisions of the United States. Several of them were very successful in drawing maps. Their neatness and order were tolerable, and their feeling towards their teachers kind and respectful. The master has had more difficulties from without the school than from within, to contend with. He has already accomplished much. If he can be released from the vexations of meddling mischief-makers, his unwearied ex-

ertions, with the hopeful and trusting spirit in which he labors, cannot fail of accomplishing much more.

BRIMMER SCHOOL. FOR BOYS. COMMON STREET.—*J. Bates, Jr.*

Almost every thing about this school is in the highest degree favorable. The house is large and extremely well situated, provided with commodious recitation rooms, and amply furnished with blackboards and other apparatus for teaching. The appearance of the school answers, in all respects, to the liberal provision made for it. The materials are excellent, as is evidenced by the neatness, gentlemanly deportment and good order of the boys. At the examination, they showed a spirit of promptness and alacrity most creditable to them and to their teacher. The first statement of a question brought a boy at once upon his feet, listening with quick and eager attention; and the moment the question was fully heard, the answer followed, the best the boy could give, and usually the best that could be given. In reading, the enunciation was slow, loud, full and distinct; the pronunciation, with slight exceptions, accurate, and the expression of spirit and feeling, for a boys' school, quite remarkable. The appearance in grammar, geography and history, was excellent, and singularly uniform; showing that no one subject had received undue attention, and no one branch had been sacrificed to the rest. The blackboards had been used to good purpose. One portion had been prepared by the boys, to exhibit, on a large scale, the isothermal lines; another, the snow level; another, the lines and poles of terrestrial magnetism; and boys stood ready to explain them far more fully than the Committee had time to listen. The mind of the energetic teacher had been

brought in contact with the minds of his pupils; and a spirit of reading, inquiry and general activity had been excited. In every department the investigation had been carried, beyond the text book, into the substance of the subject itself, and its associated subjects. A proper place had been given to the text-book. The master had used it as a master, not as a servant. One boy knew the meaning and purpose of a passage from Shakspeare, from having read the play from which it was taken. Another gave incidents in history, which have not been stated by Worcester; another, facts in geography not to be found in Woodbridge. This is teaching. What would not such a master do with such a class of boys, if he could have the full control of them through the whole year?

The Brimmer School has a library of 180 volumes, which the master has placed under excellent regulations, and which he would gladly see increased by the addition of \$25 or \$50 worth of books annually.

FRANKLIN SCHOOL. FOR GIRLS. WASHINGTON STREET.

B. Field.

Notwithstanding the position of this school on one of the great and noisy thoroughfares of the City, it is so far back from the street and so arranged, that the situation is very good. The house is large and commodious, and amply provided with recitation rooms, blackboards, globes, and outline maps. The materials are superior, and the school had a pleasing air of neatness and good order. The appearance on examination was satisfactory. The reading was pretty good, but showing hardly a sufficient distinctness of enunciation, or sufficient understanding or appreciation of the passages

read. The parsing and analysis were excellent ; the acquaintance with geography respectable ; that in history, not quite up to the standard which a school of so intelligent children should have set for them. Much care and skill are shown in map-drawing, which is made to alternate with written composition. The impression made by this school was decidedly favorable.

DWIGHT SCHOOL. FOR BOYS AND GIRLS. CONCORD STEEET.

G. B. Hyde.

This house, for situation, recitation rooms and the other provisions of a good school, is excellent, but the halls are quite too large. The materials are good, but they have not been collected long enough to amalgamate, and there is no proper first class, made up of children who have come up through all the lower classes. They exhibit a very neat and orderly appearance ; and there is a spirit of great activity, combined with manifest kindness of feeling between the master and his assistants and pupils. The reading was tolerable, with not quite enough of distinctness of utterance. The pupils prove that they understand what they read, but do not sufficiently feel it. The grammar was perhaps a little better ; the geography much better, and the examination in history was completely satisfactory,—the pupils showing that they had been led by this study to think and investigate for themselves. The average attendance,—notwithstanding, perhaps in consequence of, the unusual distance the children have to come—is 92 per cent. ; a better average, probably, than is presented by any other school. A small library of useful books of reference has been purchased by the donation of the gentleman for whom the school was named.

When the oral examination of the schools was completed, the Committee examined twenty scholars in each school, selected, in every case, by the master, by giving them, in all the schools on the same day, twenty printed questions, in each of the departments of geography, history, grammar and language, to which they were to write answers. In doing this, the Committee were aided by other gentlemen of the Board.* The questions and the answers will be found in the Appendix. The same number was selected from each school, without reference to the numbers of the school, because it is to be presumed that the influence of the head master extends usually to about the same number in each.

The tables are not offered as evidence of the comparative merits of the masters; and any conclusions drawn from them would hardly fail to be unjust, unless taken in connection with all the circumstances of difference of materials and position which have been mentioned.

THE SCHOOL HOUSES.

The houses recently erected are beautiful, ample and commodious. This is well. Every thing connected with the school house has an effect upon the mind and character of the children. Its beauty elevates and improves their taste. Its convenient arrangement fosters in them the principle and the love of order. Its ample space, well ventilated, gives a healthful play to their lungs. Its costliness naturally tends to make them value the opportunities they enjoy, and to look with greater respect upon the man who has the control of so noble

* Particularly by Rev. A. Smith, Rev. T. D. Cook, and J. B. Hutchinson, D. P. Simpson, and J. H. Barnes, Esqs.

an establishment, and with a warmer feeling of patriotism towards the City and State, by which such liberal accommodations are made for their convenience and improvement. These circumstances tend to form an honest pride ; they contribute towards the building up of a high character and a lofty standard of action.

Yet, however valuable these are, we fear they have been gained at an expense to the City unnecessarily great. There has been a want of plan, of systematic economy, and of forethought, in the erection of these buildings ; and the want must continue, with the present organization of this Board. During this very year the city has been subjected to considerable expense for improving the ventilation of the school houses, all of which might have been saved, if an officer acquainted with the necessity and the mode of ventilation had superintended their erection. In one of the houses recently erected, where provision was supposed to have been made for ventilation, it was found, on examination, that, through the stupidity or the carelessness of the mason, a broad stone had been placed over the outlet of each ventilating tube, completely closing it. Similar oversights must continue to be made. When a school house is to be built, a committee from the two branches of the City government is appointed to take charge of the work. They cause plans to be made ; they confer with a Committee of this Board ; and, if the experience of this year is to be taken as a specimen of their liberality, they listen to our suggestions with as much respect as they are entitled to. But here the matter, so far as both committees are concerned, may end. The work is necessarily entrusted to architects and builders, who may presently find that there is no one responsible, by his official position, for a sharp and

careful supervision of the work ; and how architects and builders sometimes act, in such circumstances, any one who has ever been obliged to build—is competent to conjecture.*

Much has been done, but much is still to be done, towards supplying the schools with uniform facilities for instruction. Several of the schools still want recitation rooms,—a provision essential to order, quiet, and economy of time. The Board have this year ordered a uniform set of philosophical apparatus to be furnished to each of the schools. In several of the schools the blackboards are small, and the globes are poor, and there are no outline maps.

But the principal deficiency in the means of instruction is the want of libraries. In regard to the condition of the schools in this respect, the Committee addressed circulars to the grammar masters, and received answers from nearly all of them. From the information thus obtained, they believe there are not above 2000 volumes in all the schools ; and, of these, 800 are in two schools, and 1300 in four ; several of the schools are entirely without a library. Most of the masters think it would be very desirable to have a library for the use of their pupils ; and all those in whose schools there are libraries, think it very desirable that they should be enlarged. With one exception, all think it very desirable that a small library of books of reference should be furnished, to be used by the master, and, under his control, by such pupils as are in a condition to be benefited by them.

These answers confirm the opinion of the Com-

* A remedy for this evil, and for many others arising from a defect in the organization of the School Committee, is suggested in a Report adopted by the Board, a part of which may be found at note C, in the Appendix.

mittee, that there should be, in every school, a small, select library, of books suitable for the use of the children, to be kept under the control of the master, to be given out only to the more advanced pupils, and as rewards of excellence in deportment and scholarship, and to be withheld in cases of misconduct or culpable delinquency; and that there should also be a library, for the special use of the master, and always near him, containing some of the most valuable dictionaries, atlases, gazetteers, cyclopedias, and other books of reference. The effect would necessarily be to make the teacher more accurate in his knowledge, and to enable him to communicate a variety of useful information in his oral instructions and explanations. We would therefore strongly recommend that, if no other, a library of reference be established in each of the schools.

It is a common impression that a library for the children of a school is unnecessary, in a town like this, where circulating libraries are always accessible. But, in fact, this constitutes a good reason why a school library should be established. The contents of the circulating library are usually selected with the single consideration of their being popular, without reference to their suitability to the wants and improvement of children. They sometimes contain books of the very worst possible character for children, books tending to corrupt their taste and to poison their imagination. A library ought, therefore, we think, to be provided in every grammar school, for the very purpose of preventing children from having recourse to the circulating library. The cheapness of books of all kinds, together with the readiness with which bad books, as well as good, are republished and circulated, makes it almost imperative that a library of good books should be col-

lected, and takes away all reasonable excuse for the omission, on the score of expense.

MORAL INSTRUCTION.

THE passage already quoted from the laws of Massachusetts, defining and enforcing the duty of the teachers in the common schools, in respect to moral instruction, shows distinctly what is meant by moral instruction, and to what points it should be extended. The bare recital of this law proves that in this particular there is a great defect in our public schools. Not only is not a sufficiently important place given to moral instruction, but even the requisitions of the law are not complied with. If there is a single public school in which all that is demanded by the law is done, the Committee are not acquainted with that school. This is not a creditable fact. In most cases, the laws of the State are made as a "terror to evil-doers." The standard of that man must be very low who aims at nothing higher than a mere obedience to the laws; and he must be considered a bad citizen whose conduct does not come up to their requirements.

The importance of moral instruction is not overstated in the law; and it is incumbent upon every good citizen who has oversight of the schools, to see that this part of the teacher's duty shall not be neglected; that this wise and excellent law shall be obeyed, according to its spirit and purpose. The teachers may be good men. They may be persons of irreproachable life; and they may thus exert over their pupils the influence of a pure and elevated character. But this is not enough. In the schools for citizens, the duties of citizens should be taught. There are certain points which ought to be

presented to the minds of children, and that forcibly and frequently, not only by the life and example, but in the language of their teachers. Those great primary duties enumerated in the statute must not be neglected. The infinite value of a love of truth, of justice, of integrity, of fidelity in contracts, of industry, of personal purity, of charitableness in judgment,—should be pointed out, and earnestly inculcated. The reciprocal relations and duties of parents and children, of employers and employed, of masters and servants, of buyers and sellers, should be explained and enforced. The duty of self-control, of self-education, of improving all one's faculties, of economy in the use of time; the beauty of generosity, of kindness and courtesy, and of an honorable and manly character; the value of diligence and of knowledge, the excellence of good habits and the danger of bad ones; the shamefulness of foul, indecent and profane language; the cowardliness of deception, and the baseness of imposing upon the weak and the simple,—all these things should be taught in every good school. But in public schools, like ours, which bring together children, many of whom never receive, elsewhere, moral instruction, even of the lowest kind, the consequences and the punishments of pilfering, of false witness, of false swearing, and of the other violations of the laws of God and of the land, ought to be pointed out with terrible distinctness.

The great difference, in a moral point of view, between a school and a prison, is that one is intended to prevent what the other aims to punish. It should, therefore, be the object of teachers to prevent the commission of offences, rather than to punish them when committed; to keep the moral character in a healthy state, rather than to heal its diseases. In this way, and

in this way only, can our schools be made substitutes for jails and houses of correction.

Still further; the moral faculties, those which distinguish between right and wrong, are, like all the other faculties belonging to man, susceptible of cultivation; and when we consider the wretched moral position of many of the children who come into our schools,—the fact, that in some of the schools there are many, in all there are some, who, if not taught duty at school, will not be taught it anywhere, we cannot doubt that one leading object of the discipline, regulations and instruction of our schools should be the cultivation of the moral nature of the children, and their instruction in duty.

Every teacher has more or less power over the will and affections of his pupils. The most highly endowed have a power, which, in its far-reaching consequences, can hardly be over-estimated. Some portion of this power should be always purposely exerted in the direction of duty and moral character. But moral instruction cannot be given, any more than any other work in school can be done, without devoting to it special preparation and a stated time. The best time for the purpose is the still hour of the early morning. The worst would be in the weariness, haste and bustle of the last hour of the day. The lesson needs not to be a long one; it must not be a tedious one. The example of good men, or anecdotes of their lives and character,—Washington's absolute regard for truth, his faultless punctuality,—Marshall's stopping in the street to assist in collecting the scattered chickens of the poor market-woman;—Fenelon's bringing back the cow to the peasant's family;—and similar facts, might often be employed to interest the learner, and thus be made the ve-

hicle of impressive moral instruction. And if instruction of this kind were always faithfully given in connection with intellectual discipline, the question whether education has or has not a tendency to diminish vice and crime, would probably never again arise.

This subject, we think, demands some immediate action on the part of this Board.

In looking over the studies now pursued, with reference to the question, Are they the best which we could devise as preparatory for the business of life?—it must be admitted that there are some important exceptions. The study of physiology ought to be introduced, especially into the girls' schools, and the practice of drawing, and the study of geometry, into those for boys.

Education, such as that of our common schools, the education of the whole community, should do what can be done to qualify children, first and particularly, for those labors and duties which are most important and universal. The inmates of the girls' schools are destined to have charge of the nurture and rearing of the coming generation. To them will be committed the care of the bodies, the minds and the character, at the most impressible period of life, when the body is formed to vigor and health, the mind to action, and the character to energy and virtue, or to effeminacy and vice. They are destined to be, to the race, guardians in health, and nurses in sickness. In the schools, therefore, something should be done to qualify them for these offices. There are laws of the structure of their own bodies, which the Maker of those bodies has established; laws of nature,—laws of life and health, which the Author of nature has made. These laws are not numerous, nor difficult to be understood. They have that admirable simplicity which marks their authorship; but they are unspeakably impor-

tant. These laws children, especially girls, should learn. They should learn the properties of the air they breathe, and the necessity of its abundance and purity ; the influences of cold and of heat, of light and of darkness ; the vital importance of well-ventilated rooms, of cleanliness, of warm clothing, of wholesome food and a healthy digestion, of temperance both in food and drink, of moderation in labor and in study, and of regular physical habits, and the dangers of all excess. They should learn enough of the structure of their own body, and the influences of external nature which act upon it, to be led to perceive, in after years, when they come to reflect, the infinite consonance between the commandments which have been revealed to them, and the laws of the world which has been made for them ; that they may not be left to doubt whether either the one or the other are fortuitous or fantastical, the offspring of a blind chance or of an unfeeling necessity.

The Committee would therefore recommend the introduction of physiology, as a study, as early as possible into all the schools, and, into those for girls, immediately.

They would also recommend the speedy introduction of the art of drawing. The practice of this art exercises the eye and the hand, rendering the one observant and the other exact, while it trains that inward faculty which guides them both. It helps to comprehend whatever is delineated by art or represented by nature. It gradually enlarges the mental grasp, by exercising the mind to judge of distance, size, shape and relation, and cultivates the taste, by quickening the perception of the beauty which depends on harmony, proportion, and color. It furnishes a safeguard against idleness, by giving a pleasant and innocent occupation for leisure hours. It

makes the child quick to comprehend all illustrations upon the blackboard, and prepares him for his own exercise of map-drawing. It should be considered absolutely necessary in a boys' school, as it will be a most valuable assistance in almost every occupation in which men are employed. It aids the mechanic to understand every piece of mechanism which is figured, and enables him to represent to others what he has himself conceived. It is an essential help to almost every one engaged in directing, or practically occupied in doing, the work of life; and it is an elegant accomplishment to him whom fortune raises above these necessities. It is indispensable to him who would plan a house, and to him who would execute the plan. It is valuable to the ship-builder and to the seafaring man; to the husbandman who would represent the buildings, enclosures and implements of his farm, and to the student of nature who would delineate the plants or animals of the woods or fields. The smith who has learnt to draw, uses the hammer more skilfully than he who has not; the engraver in metal must be in like manner benefited by early discipline of the eye and the hand. To the carpenter, the joiner, the worker in stone, the carver in wood, the art of drawing is not less useful, while to all those especially who are to be occupied in producing articles of ornament and taste, it is almost indispensable.

There can be little doubt that the inhabitants of New England are destined to be, more and more, engaged in the industrial and elegant arts; and this city ought to be the centre of the intelligence and skill which must direct them. The instruction in the schools, therefore, ought to be adapted to cherish and develop the kind of talent which will thus be called for. There is noth-

ing in the course of study now pursued, which has any tendency to do this ; and there is nothing that we can introduce which will have that tendency in the same degree as the study of drawing and geometry. It is not likely that there are, in any of our schools, great numbers who would become profound geometers or preëminent in the arts of design. But in every school there are some who have natural gifts for the useful or the fine arts, and who would have these gifts brought to light by early instruction in geometry and drawing, as they could be in no other way.

It will be urged as a practical objection against introducing this study into the lower classes in school, that the teachers are unskilled in it. But many of those teachers are young persons who would rejoice at an opportunity to learn the art ; and there are in the city competent teachers of drawing who could be employed, at a very moderate expense, to give them the required instruction.

It has recently been ascertained by experiments made in schools in Philadelphia and New York, that the arts of drawing and of hand-writing may be taught together, or in connection, with as much ease, and in as short a time, as either of them can be taught separately.

SYSTEM OF TWO INDEPENDENT HEADS IN THE GRAMMAR SCHOOLS.

THE feature most striking and most anomalous in the present organization of the schools, and one which meets us constantly in the shape of a formidable obstacle in the way of improvement, is their organization under two independent heads. This has been considered an evil by nearly every Committee of this Board which has alluded to it, for at least seventeen years.

It was regarded as a nuisance to be instantly abated, by the present distinguished Chief Justice of the Commonwealth. It has been so regarded by nearly all persons of intelligence ever since. Whenever presented, in conversation or in any other way, as part of a system, it has been presented only as a thing to be avoided. If the plan of two equal, coördinate, irresponsible heads should be proposed as one suited for use, in the navigation of a ship, the construction of a railroad or manufactory, or the management of an insurance office or bank, it would be scouted at as a disregard of the first principles of common sense, and as absolutely inconsistent with unity of action and singleness of responsibility. And yet this monstrous anomaly, seemingly a relic of barbarism which should long ago have shared the fate of the archonships and consulates of heathen antiquity, we are gravely and deliberately sustaining, not for the management of a merely material interest, where the inevitable loss would be only that of a few hundreds or thousands of dollars,—but for the management of the highest interest that belongs to human creatures,—the formation of character, — where the certain but unapparent and invisible loss in mental and moral good, is aggravated by being united with an enormous pecuniary sacrifice.

We have not time to enlarge upon the evils of this system ; and they have been presented so fully and ably by former Committees of this Board, that it cannot be necessary or expected that we should dwell upon them. To say nothing, then, upon the conflict of authority, so pernicious in every form of government ; to say nothing of the effect, upon the mind and character of the teacher, of pursuing, for years together, occupations so nearly mechanical, and which have so little to elevate the mind and to feed thought, as those assigned to one

of the departments; to say nothing of the weakening of responsibility by dividing it between two, so that it shall rest upon neither;—the practical influence of the system upon the studies in the schools is, in many instances, mischievous. It sacrifices fully one third of the whole time of the children in the fourth and third classes; for the writing and arithmetic proper to one department ought not, together, to occupy more than an hour a day, in those classes. The children are thus left, for nearly two hours a day, unoccupied, and to form habits of idleness or mischief.

The evil is not confined to the lower classes. In the first class it has led to the absurd phenomenon of girls studying algebra at the moment when they can find no time for physiology or the principles of domestic economy; solving equations, before they have become acquainted with the importance of pure air, or a healthy digestion; studying the binomial theorem, while they are ignorant of the laws of their own structure; as if it were more probable that they would become practical engineers, than practical house-wives; or makers of roads and bridges, than mothers, nurses, and teachers of children. We would not be understood as undervaluing algebra, in its place. We would only say, that, until many other studies, not now touched upon, shall have been thoroughly learnt, it is entirely out of place in our schools for girls. It has but a distant and remote relation to any of their future duties.

Another evil of the system of two equal heads, is the inequality and unfairness of its operation.*

Another evil is its expensiveness. It costs the City, for each of the sixteen schools which, up to the present

* This evil is presented in a Report adopted by the Board, and to be found in Note D, in the Appendix.

time, have been organized under this system, fourteen or fifteen hundred dollars a year more than a better system would cost. That is, it costs from twenty-two to twenty-four thousand dollars a year to no purpose.

We have stated, and we admit, that some of the grammar schools, under this system, are eminently good schools. But we believe that they would be still better if the *whole* control of the schools were vested in the present able head masters. The discipline would of course be better and easier, if the system of government were one; as there would then be no conflict of opinion or authority in matters of discipline.

The arrangement of the children in classes would be more just and more satisfactory if made by one master, than it can be if made by two. For it must often happen, that one master will place high in the first class a pupil whom the other master would leave low in the second class. This must of necessity take place, so long as the opinion of one of the masters is formed from his knowledge of one part of the mind and character of the pupil, while the opinion of the other is formed from his knowledge of another part of the mind and character. This must inevitably happen, and inevitably lead to injustice towards the pupil. The arrangement into classes must continually be made by some compounding of justice of this sort: "I will consent to keep that boy down lower than he deserves, if you will agree to raise this girl higher than she deserves." We can easily conceive what must be the effect upon the sentiment of justice in the mind of the pupil, produced by this abandonment of justice in the action of the masters.

Every pupil, under the two-headed system, is now subjected to considerable inconvenience from the neces-

sity of conveying his books from school-room to school-room. This may be considered a small matter; but when the inconvenience of so large a number of children is considered, and the inevitable injury to their books, it becomes of sufficient importance to be remarked upon. All this inconvenience and injury would be saved, under one system, as each pupil might have one desk, which would be his for months together.

There is no necessary connection between the different branches now taught in the writing schools. Hand-writing is a thing nearly mechanical, and is often successfully taught by persons having only a mechanical faculty, and quite incompetent to teach any thing else. Mental arithmetic is a matter of pure intellect, and, to be taught with perfect success, requires great force and intelligence. So taught, it includes every thing most essential and valuable in arithmetic. But this invaluable exercise may be interposed, most profitably, for ten or twenty minutes at a time, among any of the other pursuits of school; it ought not to be taken out of the master's hands, and it ought to be continued, at all periods of the pupil's progress. Written arithmetic, on the other hand, except as the application, on the slate, of the completely embraced principles of mental, is a thing almost mechanical; and a very ordinary grade of intellect may be successful in teaching it. Practically, therefore, it has often been said, that it is not necessary to have persons of great ability, or of a high and thorough education, to teach writing and arithmetic. This conclusion, whether true or false, acted upon, must have a pernicious influence on the schools; as it is certain that for the salary we offer, we may command the services of persons of high character, of real ability, and of the best education.

Such persons, and such only, should be at the head of our schools. But should we continue to employ persons of this description, to teach things which might be equally well taught by those who would feel themselves well paid by a salary of \$600 or \$800 a year? Instruction in writing and arithmetic is even now actually given, and that too in the cases where it is most difficult,—with beginners, in the fourth and third classes,—by females who receive only \$300 a year. Let the work continue to be done by such persons, and let the more expensive labor be reserved for the branches which require superior ability.

Half an hour's instruction in writing, each day, is probably enough for any portion of the pupil's course. Probably half this,—half an hour a day for three days in the week,—would be quite sufficient; in many cases, more than sufficient. In some parts of the pupil's course, writing might be profitably dispensed with, except as the vehicle of exercises in composition and grammar. The whole instruction in writing might then be given, for the largest school, by a single competent teacher. Even if instruction in drawing should be given in connection with writing, as we think ought to be done, two capable teachers would be sufficient for a school of five or six hundred. A similar arrangement, equally economical, might be made with regard to instruction in arithmetic.

The statements here made are not merely theoretical; for, even if we shut our eyes to the universal experience of the world in regard to the advantages of a system with one responsible head, and refuse to be instructed but by our own experience, the experiment made in the Lyman Schools ought to be enough to enlighten us. Here are two entirely successful schools under inde-

pendent masters. In one, the school for girls, the number in June was 352; in the other, 301. The whole expense, for salaries, of the instruction of these 653 children, for the last year, was \$4800, — an average of about \$7.33 for each pupil. The expense for the instruction of 330 boys in the Adams School, under the other system, was also \$4800, — an average of \$14.54 for each pupil. If the system adopted in the Lyman Schools were adopted in the Adams, the sum now paid by the City for the instruction of 330 pupils, would provide equal or superior instruction for nearly twice that number, — for 653. We admit that this is an extreme case; it is putting the school in which almost all circumstances are propitious, in contrast with one in which nearly all are, for the time, the reverse.

Let us therefore take the average of all the schools which are upon the system of two independent heads. The cost of instruction in these sixteen schools, allowing nothing for extra charges, was, for the last year, \$77,700. The number of pupils was 7088, and their instruction cost an average of \$10.96 each. If the system adopted in the Lyman Schools had been introduced in all, this sum of \$77,700 would have supplied instruction to 10,600 — above 3500 more than have now been instructed for that sum. Or, if these 7088 children actually instructed had been instructed upon the system of the Lyman Schools, the cost to the City would have been less than \$52,000, and have made a saving to the City of more than \$25,000.

Now the Lyman Schools, with materials far below the average, are, in all respects, far above the average of the City schools. We say therefore, without hesitation, that from twenty to twenty-five thousand dollars are now annually wasted in sustaining this two-headed

system;—wasted in making the schools worse than they would otherwise be.

It is desirable that the schools, under whatever system they may be placed, should continue large; not that there is any advantage in having large numbers of children congregated in one place, but that there is great economy in having as large a number as possible together in their studies. Explanations and illustrations may be given, at the same time, to as many as can be within the reach of the teacher's eye and voice. A teacher must have an invincible zeal, who can give to each of three or four divisions, successively, the same amount of oral instruction, the same full and abundant illustrations, as he could easily give them if they, for the purpose of *instruction*, could be together in one division. After a lesson has been fully explained and illustrated to the whole, together, they may, for recitation, be divided, and while a portion are under examination, the rest may be engaged in study.

There would be very nearly the same diversity of capacity and attainment among one hundred children, within the school ages, as among six hundred; and if the latter number could be arranged in one descending line, to be divided into classes or sections, according to their progress, the divisions for the teachers would be six times as large as if one hundred had been so arranged. There would thus be great economy of time, of explanation, and of study. It is therefore desirable to have all the children who come to one school-house under one system; and the instruction may be made effective and economical just in proportion to the magnitude of the numbers so congregated.*

* It is very desirable that when primary schools are in the same building with grammar schools, some arrangement should be made, with the concur-

TEXT-BOOKS.

The want of perfect adaptation of the text-books now used in the schools to the condition and wants of the pupils is shown by the fact that, in only two of the schools, the Bowdoin and the Wells, had the classes leaving school in July finished their volumes of history, geography, or grammar. It would have been better if the text-books could have been of such a size, that they had not only completed them, but been obliged to spend some time in reviews.

The studies of the different classes of schools ought not to be quite the same. The girls remain at school longer, and to a more mature age, and they are, at the same age, more fully developed in their mental powers. Their offices in life are entirely different from those of the other sex. Their studies ought therefore to be different and more extended. In the two schools already mentioned, this has been the case ; not only all that was required having been accomplished, but some studies pursued which are not required. In these and the other girls' schools, the whole course now prescribed might be continued, and the study of physiology be introduced, and that of domestic economy, and perhaps drawing, instead of algebra, be allowed.

VAGRANT CHILDREN.

Does the instruction provided by the City reach all those persons for whom it is intended ? This question suggests itself to every one who observes the apparently

rence of the two Boards, to give sufficient authority to the grammar master to prevent his own school from being disturbed by the children of the primary schools.

great numbers of children at large, in school hours, in almost every part of the City.

The whole number of persons between the ages of four and sixteen, belonging to the City, was, at the last returns, 25,731. Of these, 8845 are found in the primary schools; 8193 in the grammar; 268 in the Latin and High schools; and 2802 in private schools; leaving 5623 not attending any schools. Of these, probably 4000 are between the ages of fourteen and sixteen, the greater part of whom are not to be expected to attend school, most of the boys being apprenticed or otherwise usefully employed; leaving probably about 1600 between the ages of four and fourteen not attending any city school. When we consider that very many of these are children between four and six, whom their parents prefer to keep and instruct at home; when we consider also how many of those who are between the ages of four and fourteen are necessarily kept at home in consequence of ill health, and how considerable the number is of those who are sent to various schools in the country, the number of children left to suffer for want of schools is certainly not an alarmingly large one. They seem to be far more numerous than they are, because, as they are wandering from place to place, we see the same in many different places, and because, from their noisy and disorderly conduct, they attract far more notice than the same number of quiet, well-mannered children would do. Yet, though the number is not large, it is one which ought to be cared for; and to make proper provision for which demands the coöperation of the public authorities and of private individuals.

It is not difficult to find out what are the occupations of many of these children. They are hawkers of papers, or sellers of matches,—most of the time occupied in quar-

relling and gambling. They are beggars, male and female, strolling from street to street, through lanes, byways and alleys, practicing the elementary lessons of pilfering, lying, deception and theft. They may be seen wherever wooden structures are in the process of building, repairing, or tearing down ; — seeking for fragments of wood to which they evidently feel they have a very questionable right. They are the loafers on wharves and in stables, spending their time in idleness, profanity, and in all the modes of juvenile vice. Are these children in the way to become useful citizens or happy and respectable men ? Are they not growing up to be the occupants of jails and almshouses ? Are they not in a course of education for worthlessness and crime ?

Let us see what answer the records of the courts of justice make to these questions.

There are, on an average, 74 inmates of the House of Reformation ; nearly the same number in the school on Thompson's Island ; and, for the year ending in November last, 456, under age, had been inmates of the jails.

In reference to providing instruction for this great mass of uneducated children, our *system* is not defective. Sufficient provision is now made for the instruction of those children who have passed the age at which they are admissible into the primary schools, and who are not qualified for the grammar schools. The number of this class is rapidly increasing, and is likely to increase still more. Our system was contrived and adapted to a small city, peopled by persons born in New England, and always enjoying and disposed to avail themselves of the advantages of the free school system of these States. But some provision has been made for the vast accessions to our population by immigration from foreign countries of persons of every age, and of

every condition of ignorance. Our system of government supposes educated citizens; and will not be safe unless our citizens are more or less educated. Now there are great masses coming in upon us who are not educated, except to vice and crime; the creatures or the victims of the justice or the oppression, or the over-population of the old world. For the education of these, adult and juvenile, not only must provision be made, but means must be used to render the provision effective. It is not enough to say that provision is made for their education, if they will avail themselves of it at a proper time. Unless they are made inmates of our schools, many of them will become inmates of our prisons; and it is vastly more economical to educate them in the former than to support them in the latter. The annual cost of educating an individual at the public schools is from \$6 to \$20. The annual cost of the support of an individual in the House of Reformation, the cheapest of all such institutions, is \$44, and in the House of Correction probably not less than \$100; and in this estimate is not included the great expense of the administration of criminal law, much of which might be prevented by the proper education of these children.

It is a defect in the organization of this Board, that there is now no person connected with and acting under direction of the Board, to ascertain what children of the legal age are not in the schools, and to use measures to bring them there. This Board is the only one which has, officially, a knowledge of the numbers of children in the schools and of those who ought to be there. It is the one whose duty it is to provide means for the education of all the children. It would be well if it could have authority not only to use means

to bring wandering children into the schools, but to provide for the instruction of those portions of the adult population who are without, and who desire, elementary instruction, — that is, instruction in reading, writing and accounts.

To provide instruction for those children who are above the age for the primary schools, and not qualified for the grammar schools, there are now twenty-one schools, called schools of special instruction, under the direction of the primary school board, situated at points in the City where they are most needed, and instructed by suitably qualified females. For the instruction of adults something has been done at various times and in various parts of the City, by the benevolence of private individuals. These acts, however, want system and co-operation, and are necessarily less effectual and more expensive than if conducted under the superintendence of an individual acting with the authority of this Board. If they were so conducted, these measures might be aided by the use of rooms, desks and other apparatus belonging to the City.

The City, as a corporation, has a duty to perform towards these children and these adults. Its duty will have been performed when it has provided suitable schools, in sufficient numbers for their accommodation. But if such schools are provided, it does not follow that they will be filled ; and here the duty of individual benevolence begins.

Many of the children, both boys and girls, whose apparently neglected condition in our streets excites so much attention, are engaged, to the best of their ability, in what to them is the highest possible duty. Others, as poor and wretched as they, are dependent upon them. They are doing what they can for the support of their parents and brothers and sisters. They are get-

ting fuel for their mother's fire. They are getting food for their mother's table. They cannot be spared. Whoever will exercise compassion towards them, and save them from the consequences of their terrible lot, must enter into their duties, and provide a substitute for their labors; must feed the hungry and warm the shivering wretches who look to these poor creatures for food and fuel. They are also to be clad, and to be furnished with the necessary books. Their small number brings this charity within the limits of a not very extended or profuse benevolence. Their gains, by the hawking of papers, the sale of fruit or matches, the collection of fragments of wood, the ransacking of emptied sugar casks, and other practices, leading, some of them, to pilfering and fraud,—must be very meagre; and if the small pittance could be in any way supplied by charity, their parents would, probably, in most cases, be very glad to see them properly clothed, and attending, by day or in the evening, schools where they should learn better courses.

INTERMEDIATE SCHOOLS.

The most defective part of our system is, as has already been stated, that which affects the condition of the children in the lowest classes in the grammar schools,—those recently promoted from the primary schools. In relation to them, the system, as now carried out, is exceedingly defective. To many of the children it is a serious misfortune to be promoted, as it is equivocally called, from the primary schools, where they were doing well, to the grammar, where they do nothing. We are willing to admit that much of the evil complained of is only apparent. Of the children advanced from the primary schools, the bright-

est and most forward do not remain long in the fourth class in the grammar schools. They are speedily raised to the third and second classes, leaving the dull ones, those who have been promoted from the primary schools from the necessity of their age or unmanageableness, to occupy the seats of the fourth class. When the influence of the head master is faithfully exerted and clearly and strongly felt in this part of the school, the condition of these children is a proper and desirable one, and needs not to be changed. But where, as is too often the case, the attention of the head master is monopolized by the higher classes, it would be better, we think, especially in those parts of the City where new school houses are needed, if schools of a grade intermediate between the primary and grammar schools could be established, in which all the children, on leaving the primary schools, should be placed, both sexes together, under the charge of competent females. These schools might be constituted as the primary schools are, and be of about the same size, that is, large enough to accommodate from 50 to 60 each. In these schools the children might remain, the boys two years, from the age of eight to ten, the girls, three, from eight to eleven; and be instructed in things better suited to their age than are the subjects to which they are expected to give their attention in the lower classes in the grammar schools. They might be taught drawing and writing with pencils, upon slates, or upon paper, mental arithmetic, tables of various kinds, the great facts of physical geography, events in biography and history, dates in chronology, facts in natural history, the properties of matter, and the forms, qualities and uses of natural objects. They might read useful, not rhetorical, books. Being of the same age, and coming from schools of the same grade, they might conveniently be classed

and *instructed* in large numbers, and a great deal of valuable information might be communicated to them. They might be far better taught than the lower classes in the grammar schools are.

Scattered about, just as the primary schools now are, with brothers and sisters going together to them, they would accommodate the population more fully than the grammar schools now do the members of the lowest classes. If they were instructed by females, on a salary of say \$325 a year, their instruction would cost the City a trifle more than the children in the primary schools now do, and far less than the same number of children in the grammar schools. Their instruction would thus be far more economical than the instruction of children of the same age now is.

If the instructresses for these schools, when established, should be selected from among the most successful teachers of the primary schools and those showing the best capacity for government, a healthful stimulus would be made to act on these teachers, and thus the improvement of the primary schools would be promoted.

At the end of two or three years, at the age of ten or eleven, the inmates of these schools might be advanced to the grammar schools. Bright and forward children might be advanced earlier, when found, upon examination, before that age, to have made themselves familiar with the studies pursued at the intermediate schools.

The advantage to the grammar schools could not fail to be very great. Each grammar school would continue to accommodate as large numbers as now: but the pupils in the boys' schools being of the ages of ten to fourteen, instead of eight to fourteen, and of the girls' schools, of the age of eleven to sixteen, instead of eight to sixteen,

and they having attained, on entrance, a point much higher than is now required for admission, they could be much more easily, more thoroughly, and more effectually instructed, and very much more might be done in the same time.

The standard in all the grammar schools would hardly fail to rise. Every child would receive, on an average, more instruction, and would thus be able to advance much farther than now. The schools for girls might, when placed upon a right footing, rise to the rank of High Schools for girls: and nothing need prevent the schools for boys from taking the rank of the highest schools for boys but the limited age of the pupils who attend them.

This change in the system might go into operation gradually, in all parts of the city at the same time. If it should go into operation, a very considerable outlay for new school houses would be saved to the City: as the existing grammar school houses would suffice for the wants of the City for some years to come, or at least until the number of children in the City between ten and sixteen years of age, should become equal to the present number between eight and sixteen years of age.

The number of children between eight and ten years of age, in all the schools except the Smith school, was, in June last, 2478. The number between ten and eleven years of age, was 1475. Supposing one half of these to be girls, and adding this half, 737, to the 2478 under ten, we have 3215 children who would belong to the intermediate schools. These would fill 58 schools, at the average of a little more than 55 pupils in each school. If these schools were taught by teachers on a salary of \$325 each, their instruction would cost \$18,850,—which would be an average of \$5.86 for each pupil, or,

adding one third for the rent of school houses, which is found to be about the average for the primary schools, the cost to the City of each pupil would be \$7.81, instead of \$17.84, which is the average cost of each pupil in the grammar schools. There would thus be a saving of about \$10 annually, on the cost of educating each pupil within the above-mentioned ages; and the instruction would be, to say the least, better and more thorough, and with greater convenience and satisfaction to all persons concerned.

If this modification of the system should be adopted, it should be done with a special provision that the intimate connection between these intermediate schools and the grammar schools, as parts of one system, should never be severed. It would be better that the modification should never be made, than that it should be introduced with this result. All the parts of the system should be strictly and exactly subordinated. The studies in each part should be arranged with reference to those of every other part. Each lower department should be preparatory to that above it; and every child should be advanced according to his attainments. Especially should the evil be avoided, of allowing a few bright children to remain, to be made a show of, at the head of an inferior school or class, when the effect is to delay their own real progress, and to draw off the attention of the teacher from the many who particularly need his care, to the few who will most contribute to his reputation.

There is, therefore, one other defect to be noticed; and it is one which apparently admits of but one certain remedy. It is the want of connection between the various parts of what we call our system, but which, in consequence of this want, loses its chief claim to be considered a system. We refer, as will at once be

seen, to the defective relation now subsisting between the primary schools and the grammar schools. The former are doubtless managed with great care and intelligence, and with a devotedness, on the part of those most interested in them, worthy of all respect. But the things taught and the modes of instruction pursued in them, have not that immediate connection with the schools above them, which ought to exist when the subjects of instruction are the same individual children, in different parts of their course. This connection cannot easily be established and maintained, unless there should be some one mind employed to survey the whole, and by its action to bring into harmony the now disconnected parts.

All which is respectfully submitted.

| | |
|--------------------|---------------------|
| GEO. B. EMERSON, | } <i>Committee.</i> |
| RICHARD SOULE, JR. | |
| JAMES AYER. | |

The Committee would recommend the passing of the following orders:

Ordered, That each grammar school be furnished with one set of outline maps.

Ordered, That each grammar master, in concurrence with the Sub-Committee on his school, point out, before the end of the first quarter in each school year, what he expects the teachers of each lower class in his school to aim at, and what will be required of the members of each class before admission to the next higher class.

Ordered, That the study of Physiology be forthwith introduced into all the schools for girls.

Ordered, That the study and practice of Drawing be immediately introduced into the schools for boys, and, as soon as convenient, the study of the elements of Geometry.

Ordered, That in each grammar school, instruction in morality be daily given.

Ordered, That the Chairman of this Board be requested to ask the City Council to appropriate \$100 to each of the grammar schools, for the purpose of forming therein a library; and that he also be requested to take such measures as may be necessary to secure to the schools of the City the benefits of the law of the Commonwealth, passed March 3, 1842; to the end that a like sum of \$100 may be obtained for each of the grammar schools for the purpose of forming a Common School Library.

Ordered, That the Committee on books be instructed to consider and report, what text-books ought to be recommended to be used for instruction in Physiology and what in Drawing, and Geometry; and that they also be instructed to consider what means may be used for facilitating instruction in morality.

TABLES
OF THE
QUESTIONS PROPOSED AT THE EXAMINATION
OF THE
GRAMMAR SCHOOLS,
TOGETHER WITH
THE CHARACTER OF THE ANSWERS GIVEN TO EACH QUESTION
IN THE SEVERAL SCHOOLS.

TABLE FIRST.

GEOGRAPHY.

Question 1. Which is the larger, a map drawn on a scale of 10 degrees to the inch, or one drawn on a scale of 20 degrees to the inch?

Question 2. About how many miles is Boston north of the Equator?

Question 3. Why is the length of a degree of Longitude less on the parallel of 40 degrees than on the Equator?

Question 4. When it is 4 o'clock P. M., at Boston, what o'clock is it at London? How is this shown?

Question 5. What causes the changes of the seasons?

Question 6. Why is it warmer at the foot of a high mountain than at its summit?

Question 7. Do all places in the same latitude have the same climate?

Question 8. Draw an outline map of Massachusetts.

Question 9. Name the principal rivers that flow into the Missouri.

Question 10. Name the Capitals of the States that border on the Atlantic, south of Pennsylvania.

Question 11. Why do the rivers in Kentucky and Tennessee, flow into the Ohio, while those of North and South Carolina, flow into the Atlantic?

Question 12. To about what distance from the Mississippi is the Ohio navigable?

Question 13. Where are the principal Salt Springs in the United States?

Question 14. Where are the principal Coal and Iron Mines in the United States?

Question 15. What are the staple agricultural productions of the following Countries and States:

Prussia,
Ireland,
Illinois,
Michigan,
Kentucky,
Arkansas?

Question 16. Describe the route, by water, from the Capital of Kentucky to the Capital of Virginia.

Question 17. What are the principal exports of Sumatra?

Question 18. What are the principal natural productions imported into the United States from the Capital of Java?

Question 19. From what part of the world are the Clove and the Nutmeg procured?

Question 20. In what part of the world is Tin found in the greatest abundance?

TABLE SECOND.

GRAMMAR.

1. Write a sentence containing a common noun, an active-transitive verb, and an objective case.
 2. A sentence containing an active-intransitive verb, and a preposition.
 3. A sentence containing a neuter verb, an adjective in the superlative degree, and an adverb in the comparative degree.
 4. A sentence containing a modified subject and a modified predicate.
 5. What is a predicate?
 6. Write a sentence containing the second person plural, pluperfect tense, potential mood, passive voice, of the verb *compel*.
 7. A sentence containing the three forms of the present tense, indicative mood, of the verb *to speak*, with an appropriate object after each.
- Write correctly, and with the proper points, the following sentences :
8. If i had have seen him I would tell the oner.
 9. Who did you see as you was coming in was it john or Me.
 10. Sit some seats on the piazzar and we will set and see the sitting sun so he sot to work and sat some seats and they set silently until the sun had sat.
 11. We will be eleven year old, come May.
 12. Write a sentence containing a participle and an interjection.
 13. A compound sentence containing a relative pronoun.
 14. What is the difference between the name of a letter and its power?
 15. What words may be given as examples of the several sounds of *a*?
 16. What are the gutturals?
 17. Give an example of a metaphor.
 18. Give an example of personification.
 19. What is irony?
 20. What is the difference between trochaic verse and iambic?

TABLE THIRD.

HISTORY.

Question 1. Why is a knowledge of the History of England important to the inhabitants of New England ?

Question 2. What do you remember of Alfred ?

Question 3. What was chivalry ?

Question 4. Who introduced the Feudal System into England ?

Question 5. What was the Feudal System ?

Question 6. Who were some of the most distinguished writers in the time of Elizabeth ?

Question 7. Why has this period been called the Augustan age of English Literature ?

Question 8. At what period did the Reformation take place ?

Question 9. What do you understand by the Reformation ?

Question 10. Who were the kings of the Stuart family ?

Question 11. What was their character ?

Question 12. Why were the natives of America called Indians ?

Question 13. What is meant by Aborigines ?

Question 14. How long was it from the discovery of America to the settlement of Plymouth ?

Question 15. Give some account of those who made that settlement.

Question 16. Who was William Penn ?

Question 17. What was the immediate cause of the American Revolution ?

Question 18. Name some of the principal leaders in the war of the Revolution.

Question 19. What was the Federal Constitution ?

Question 20. Enumerate, in order, the successive Presidents, and the length of time during which each continued in office.

TABLE FOURTH.

LANGUAGE.

1. Write one sentence, or more, containing the words, *aperture, glimpse, and azure*. Let the words be used naturally, and introduced in one sentence, rather than more.

2. *Extatic, transfused.*

3. Write a sentence, upon commerce, containing the words *barter, trade, traffic, commerce, navigation.*

4. Write a sentence, upon education, containing the words *susceptible, acquisition, talents, dormant, cultivated.*

5. Write a sentence, upon astronomy, containing the words *phenomena, vault, spheres, celestial.*

6. Write a sentence, upon poetry, containing the words *enchantment, fairy, romantic, panegyrics.*

Define the following words :

7. Intimation.

8. Portico.

9. Inheritance.

10. Sequestered.

11. Abruptly.

12. Inscription.

13. Reconnoitre.

14. Resplendent.

15. Memorial.

16. Dirge.

17. Anonymous.

18. Amateur.

19. Masque.

20. The Inquisition.

ADAMS SCHOOL.

Whole number of scholars, 330; number examined, 20; average age of those examined, 13 years 7 months.

GEOGRAPHY.

GRAMMAR.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | No of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|---------------------|------------------|-------------|------------|----------------|-------------------|
| 1 | 17 | 0 | 17 | 3 | 0 | 1 | 16 | 0 | 16 | 4 | 0 |
| 2 | 11 | 4 | 15 | 1 | 4 | 2 | 13 | 0 | 13 | 7 | 0 |
| 3 | 1 | 8 | 9 | 3 | 8 | 3 | 7 | 0 | 7 | 9 | 4 |
| 4 | 3 | 0 | 3 | 7 | 10 | 4 | 8 | 0 | 8 | 1 | 11 |
| 5 | 0 | 6 | 6 | 6 | 8 | 5 | 7 | 0 | 7 | 9 | 4 |
| 6 | 1 | 4 | 5 | 9 | 6 | 6 | 16 | 0 | 16 | 2 | 2 |
| 7 | 0 | 20 | 20 | 0 | 0 | 7 | 0 | 0 | 0 | 9 | 11 |
| 8 | 2 | 10 | 12 | 4 | 4 | 8 | 9 | 0 | 9 | 11 | 0 |
| 9 | 0 | 6 | 6 | 5 | 9 | 9 | 6 | 0 | 6 | 14 | 0 |
| 10 | 0 | 15 | 15 | 5 | 0 | 10 | 11 | 0 | 11 | 8 | 1 |
| 11 | 10 | 6 | 16 | 0 | 4 | 11 | 12 | 0 | 12 | 8 | 0 |
| 12 | 1 | 7 | 8 | 8 | 4 | 12 | 18 | 0 | 18 | 1 | 1 |
| 13 | 0 | 14 | 14 | 1 | 5 | 13 | 4 | 0 | 4 | 8 | 8 |
| 14 | 19 | 1 | 20 | 0 | 0 | 14 | 0 | 0 | 0 | 1 | 19 |
| 15 | 2 | 4 | 6 | 12 | 2 | 15 | 3 | 8 | 11 | 5 | 4 |
| 16 | 2 | 5 | 7 | 7 | 6 | 16 | 2 | 0 | 2 | 2 | 16 |
| 17 | 4 | 6 | 10 | 3 | 7 | 17 | 6 | 0 | 6 | 2 | 12 |
| 18 | 6 | 5 | 11 | 4 | 5 | 18 | 13 | 0 | 13 | 0 | 7 |
| 19 | 1 | 12 | 13 | 4 | 3 | 19 | 20 | 0 | 20 | 0 | 0 |
| 20 | 5 | 4 | 9 | 6 | 5 | 20 | 2 | 0 | 2 | 5 | 13 |
| | | | | | | | | | | | |
| | | | | | 85 137 | | | | | | 173 8 106 113 400 |

EXPLANATION. The first column shows the ordinal number of the questions as given in the preceding Tables. The second shows the number of correct answers of each question; the third of those answers which were incomplete but not absolutely wrong. The fourth column shows the sum of the two previous columns; the fifth, the number of wrong answers; the last, the number of questions left unanswered.

ADAMS SCHOOL.

HISTORY.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 17 | 0 | 17 | 2 | 1 |
| 2 | 19 | 1 | 20 | 0 | 0 |
| 3 | 6 | 0 | 6 | 1 | 13 |
| 4 | 20 | 0 | 20 | 0 | 0 |
| 5 | 2 | 1 | 3 | 4 | 13 |
| 6 | 9 | 7 | 16 | 3 | 1 |
| 7 | 3 | 9 | 12 | 2 | 6 |
| 8 | 13 | 2 | 15 | 1 | 4 |
| 9 | 2 | 11 | 13 | 2 | 5 |
| 10 | 1 | 0 | 1 | 19 | 0 |
| 11 | 16 | 2 | 18 | 0 | 2 |
| 12 | 8 | 1 | 9 | 6 | 5 |
| 13 | 14 | 0 | 14 | 2 | 4 |
| 14 | 19 | 0 | 19 | 1 | 0 |
| 15 | 12 | 2 | 14 | 2 | 4 |
| 16 | 13 | 6 | 19 | 1 | 0 |
| 17 | 14 | 3 | 17 | 2 | 1 |
| 18 | 12 | 2 | 14 | 6 | 0 |
| 19 | 4 | 5 | 9 | 0 | 11 |
| 20 | 12 | 1 | 13 | 6 | 1 |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| | 216 | 53 | | 60 | 71 400 |

LANGUAGE.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 11 | 1 | 12 | 1 | 7 |
| 2 | 0 | 0 | 0 | 6 | 14 |
| 3 | 4 | 2 | 6 | 7 | 7 |
| 4 | 1 | 0 | 1 | 8 | 11 |
| 5 | 2 | 1 | 3 | 6 | 11 |
| 6 | 1 | 0 | 1 | 4 | 15 |
| 7 | 3 | 0 | 3 | 8 | 9 |
| 8 | 9 | 0 | 9 | 8 | 3 |
| 9 | 9 | 0 | 9 | 8 | 3 |
| 10 | 10 | 1 | 11 | 5 | 4 |
| 11 | 13 | 1 | 14 | 4 | 2 |
| 12 | 4 | 15 | 19 | 0 | 1 |
| 13 | 11 | 3 | 14 | 5 | 1 |
| 14 | 3 | 0 | 3 | 10 | 7 |
| 15 | 8 | 6 | 14 | 5 | 1 |
| 16 | 12 | 3 | 15 | 4 | 1 |
| 17 | 0 | 0 | 0 | 15 | 5 |
| 18 | 0 | 3 | 3 | 11 | 6 |
| 19 | 3 | 4 | 7 | 9 | 4 |
| 20 | 2 | 0 | 2 | 10 | 8 |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| | 106 | 40 | | 134 | 120 400 |

BOYLSTON SCHOOL.

Whole number of scholars, 551 ; number examined, 20 ; average age of those examined, 14 years 1 month.

| GEOGRAPHY. | | | | | | GRAMMAR. | | | | | |
|----------------------|------------------|-------------|------------|----------------|-------------|----------------------|------------------|-------------|------------|----------------|-------------|
| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
| 1 | 7 | 0 | 7 | 12 | 1 | 1 | 16 | 0 | 16 | 2 | 2 |
| 2 | 14 | 6 | 20 | 0 | 0 | 2 | 15 | 0 | 15 | 2 | 3 |
| 3 | 9 | 4 | 13 | 0 | 7 | 3 | 1 | 1 | 2 | 7 | 11 |
| 4 | 3 | 1 | 4 | 11 | 5 | 4 | 9 | 0 | 9 | 1 | 10 |
| 5 | 0 | 15 | 15 | 4 | 1 | 5 | 19 | 0 | 19 | 0 | 1 |
| 6 | 0 | 18 | 18 | 0 | 2 | 6 | 4 | 0 | 4 | 3 | 13 |
| 7 | 0 | 15 | 15 | 5 | 0 | 7 | 0 | 0 | 0 | 1 | 19 |
| 8 | 2 | 13 | 15 | 1 | 4 | 8 | 11 | 1 | 12 | 8 | 0 |
| 9 | 0 | 7 | 7 | 7 | 6 | 9 | 5 | 0 | 5 | 15 | 0 |
| 10 | 8 | 9 | 17 | 3 | 0 | 10 | 12 | 0 | 12 | 5 | 3 |
| 11 | 12 | 6 | 18 | 0 | 2 | 11 | 4 | 0 | 4 | 15 | 1 |
| 12 | 0 | 1 | 1 | 0 | 19 | 12 | 11 | 0 | 11 | 2 | 7 |
| 13 | 1 | 15 | 16 | 2 | 2 | 13 | 7 | 1 | 8 | 6 | 6 |
| 14 | 14 | 4 | 18 | 0 | 2 | 14 | 1 | 0 | 1 | 0 | 19 |
| 15 | 0 | 20 | 20 | 0 | 0 | 15 | 3 | 7 | 10 | 3 | 7 |
| 16 | 0 | 9 | 9 | 0 | 11 | 16 | 0 | 4 | 4 | 9 | 7 |
| 17 | 15 | 3 | 18 | 0 | 2 | 17 | 9 | 0 | 9 | 4 | 7 |
| 18 | 19 | 0 | 19 | 0 | 1 | 18 | 18 | 0 | 18 | 0 | 2 |
| 19 | 0 | 2 | 2 | 13 | 5 | 19 | 14 | 0 | 14 | 1 | 5 |
| 20 | 12 | 3 | 15 | 0 | 5 | 20 | 15 | 0 | 15 | 0 | 5 |
| <hr/> | | <hr/> | | <hr/> | <hr/> | <hr/> | | <hr/> | | <hr/> | <hr/> |
| 116 | | 151 | | 58 | 75 400 | 174 | | 14 | | 84 128 | 400 |

BOYLSTON SCHOOL.

HISTORY.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 18 | 2 | 20 | 0 | 0 |
| 2 | 16 | 1 | 17 | 1 | 2 |
| 3 | 18 | 1 | 19 | 0 | 1 |
| 4 | 19 | 0 | 19 | 0 | 1 |
| 5 | 4 | 12 | 16 | 2 | 2 |
| 6 | 16 | 0 | 16 | 3 | 1 |
| 7 | 1 | 10 | 11 | 2 | 7 |
| 8 | 16 | 0 | 16 | 2 | 2 |
| 9 | 2 | 10 | 12 | 3 | 5 |
| 10 | 2 | 0 | 2 | 18 | 0 |
| 11 | 19 | 0 | 19 | 0 | 1 |
| 12 | 14 | 0 | 14 | 2 | 4 |
| 13 | 13 | 2 | 15 | 2 | 3 |
| 14 | 18 | 0 | 18 | 1 | 1 |
| 15 | 12 | 0 | 12 | 1 | 7 |
| 16 | 6 | 12 | 18 | 0 | 2 |
| 17 | 8 | 5 | 13 | 2 | 5 |
| 18 | 5 | 3 | 8 | 12 | 0 |
| 19 | 8 | 10 | 18 | 2 | 0 |
| 20 | 4 | 9 | 13 | 5 | 2 |
| 219 | 77 | | | 58 | 46 400 |

LANGUAGE.

NUMBER EXAMINED 18.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 10 | 2 | 12 | 2 | 4 |
| 2 | 0 | 3 | 3 | 5 | 10 |
| 3 | 2 | 4 | 6 | 1 | 11 |
| 4 | 2 | 4 | 6 | 4 | 8 |
| 5 | 1 | 1 | 2 | 1 | 15 |
| 6 | 1 | 0 | 1 | 4 | 13 |
| 7 | 10 | 0 | 10 | 8 | 0 |
| 8 | 10 | 0 | 10 | 7 | 1 |
| 9 | 11 | 1 | 12 | 6 | 0 |
| 10 | 13 | 1 | 14 | 4 | 0 |
| 11 | 16 | 0 | 16 | 2 | 0 |
| 12 | 10 | 1 | 11 | 6 | 1 |
| 13 | 15 | 1 | 16 | 2 | 0 |
| 14 | 17 | 0 | 17 | 1 | 0 |
| 15 | 13 | 3 | 16 | 2 | 0 |
| 16 | 14 | 3 | 17 | 1 | 0 |
| 17 | 17 | 0 | 17 | 1 | 0 |
| 18 | 12 | 2 | 14 | 2 | 2 |
| 19 | 0 | 1 | 1 | 17 | 0 |
| 20 | 4 | 1 | 5 | 11 | 2 |
| 178 | 28 | | | 87 | 67 360 |

BOWDOIN SCHOOL.

Whole number of scholars, 483 ; number examined, 20 ; average age of those examined, 15 years 5 months.

| GEOGRAPHY. | | | | | | GRAMMAR. | | | | | |
|----------------------|------------------|-------------|------------|----------------|-------------|----------------------|------------------|-------------|------------|----------------|-------------|
| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
| 1 | 20 | 0 | 20 | 0 | 0 | 1 | 19 | 0 | 19 | 1 | 0 |
| 2 | 19 | 0 | 19 | 0 | 1 | 2 | 16 | 0 | 16 | 4 | 0 |
| 3 | 5 | 14 | 19 | 1 | 0 | 3 | 6 | 0 | 6 | 7 | 7 |
| 4 | 8 | 5 | 13 | 3 | 4 | 4 | 18 | 0 | 18 | 0 | 2 |
| 5 | 19 | 1 | 20 | 0 | 0 | 5 | 8 | 12 | 20 | 0 | 0 |
| 6 | 0 | 20 | 20 | 0 | 0 | 6 | 7 | 0 | 7 | 8 | 5 |
| 7 | 0 | 20 | 20 | 0 | 0 | 7 | 2 | 8 | 10 | 3 | 7 |
| 8 | 1 | 7 | 8 | 8 | 4 | 8 | 14 | 0 | 14 | 6 | 0 |
| 9 | 5 | 9 | 14 | 6 | 0 | 9 | 12 | 0 | 12 | 8 | 0 |
| 10 | 8 | 8 | 16 | 4 | 0 | 10 | 17 | 0 | 17 | 3 | 0 |
| 11 | 18 | 2 | 20 | 0 | 0 | 11 | 18 | 0 | 18 | 2 | 0 |
| 12 | 2 | 8 | 10 | 7 | 3 | 12 | 16 | 0 | 16 | 2 | 2 |
| 13 | 0 | 20 | 20 | 0 | 0 | 13 | 16 | 0 | 16 | 2 | 2 |
| 14 | 19 | 1 | 20 | 0 | 0 | 14 | 7 | 1 | 8 | 0 | 12 |
| 15 | 0 | 11 | 11 | 9 | 0 | 15 | 3 | 12 | 15 | 1 | 4 |
| 16 | 10 | 4 | 14 | 1 | 5 | 16 | 1 | 8 | 9 | 1 | 10 |
| 17 | 2 | 9 | 11 | 5 | 4 | 17 | 20 | 0 | 20 | 0 | 0 |
| 18 | 17 | 1 | 18 | 1 | 1 | 18 | 19 | 0 | 19 | 0 | 1 |
| 19 | 9 | 7 | 16 | 3 | 1 | 19 | 19 | 0 | 19 | 1 | 0 |
| 20 | 14 | 0 | 14 | 1 | 5 | 20 | 5 | 12 | 17 | 2 | 1 |
| <hr/> | | <hr/> | | <hr/> | | <hr/> | | <hr/> | | <hr/> | |
| 176 | | 147 | | 49 | | 243 | | 53 | | 51 | |
| | | | | 28 | | | | | | 53 | |
| | | | | 400 | | | | | | 400 | |

BOWDOIN SCHOOL

HISTORY.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 20 | 0 | 20 | 0 | 0 |
| 2 | 18 | 2 | 20 | 0 | 0 |
| 3 | 20 | 0 | 20 | 0 | 0 |
| 4 | 19 | 0 | 19 | 0 | 1 |
| 5 | 11 | 7 | 18 | 2 | 0 |
| 6 | 19 | 0 | 19 | 1 | 0 |
| 7 | 14 | 5 | 19 | 0 | 1 |
| 8 | 13 | 0 | 13 | 5 | 2 |
| 9 | 15 | 1 | 16 | 0 | 4 |
| 10 | 11 | 0 | 11 | 9 | 0 |
| 11 | 20 | 0 | 20 | 0 | 0 |
| 12 | 19 | 1 | 20 | 0 | 0 |
| 13 | 20 | 0 | 20 | 0 | 0 |
| 14 | 20 | 0 | 20 | 0 | 0 |
| 15 | 18 | 1 | 19 | 0 | 1 |
| 16 | 19 | 0 | 19 | 1 | 0 |
| 17 | 17 | 2 | 19 | 0 | 1 |
| 18 | 18 | 1 | 19 | 1 | 0 |
| 19 | 14 | 3 | 17 | 2 | 1 |
| 20 | 9 | 10 | 19 | 0 | 1 |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| 334 | 33 | | | 21 | 12 400 |

LANGUAGE.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 19 | 1 | 20 | 0 | 0 |
| 2 | 7 | 3 | 10 | 4 | 6 |
| 3 | 2 | 13 | 15 | 1 | 4 |
| 4 | 9 | 10 | 19 | 1 | 0 |
| 5 | 5 | 4 | 9 | 5 | 6 |
| 6 | 7 | 6 | 13 | 1 | 6 |
| 7 | 17 | 0 | 17 | 3 | 0 |
| 8 | 5 | 7 | 12 | 8 | 0 |
| 9 | 10 | 4 | 14 | 6 | 0 |
| 10 | 20 | 0 | 20 | 0 | 0 |
| 11 | 17 | 2 | 19 | 1 | 0 |
| 12 | 16 | 3 | 19 | 0 | 1 |
| 13 | 19 | 0 | 19 | 1 | 0 |
| 14 | 18 | 1 | 19 | 1 | 0 |
| 15 | 20 | 0 | 20 | 0 | 0 |
| 16 | 18 | 2 | 20 | 0 | 0 |
| 17 | 11 | 1 | 12 | 8 | 0 |
| 18 | 19 | 1 | 20 | 0 | 0 |
| 19 | 4 | 0 | 4 | 14 | 2 |
| 20 | 8 | 9 | 17 | 1 | 2 |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| 251 | 67 | | | 55 | 27 400 |

BRIMMER SCHOOL.

Whole number of scholars, 518 ; number examined, 20 ; average age of those examined, 14 years 6 months.

| GEOGRAPHY. | | | | | | GRAMMAR. | | | | | |
|----------------------|------------------|-------------|------------|----------------|-------------|----------------------|------------------|-------------|------------|----------------|-------------|
| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
| 1 | 16 | 0 | 16 | 4 | 0 | 1 | 20 | 0 | 20 | 0 | 0 |
| 2 | 17 | 0 | 17 | 3 | 0 | 2 | 17 | 0 | 17 | 3 | 0 |
| 3 | 13 | 5 | 18 | 2 | 0 | 3 | 14 | 0 | 14 | 4 | 2 |
| 4 | 9 | 6 | 15 | 4 | 1 | 4 | 20 | 0 | 20 | 0 | 0 |
| 5 | 0 | 15 | 15 | 5 | 0 | 5 | 10 | 0 | 10 | 10 | 0 |
| 6 | 0 | 20 | 20 | 0 | 0 | 6 | 14 | 0 | 14 | 6 | 0 |
| 7 | 0 | 20 | 20 | 0 | 0 | 7 | 0 | 5 | 5 | 15 | 0 |
| 8 | 20 | 0 | 20 | 0 | 0 | 8 | 10 | 0 | 10 | 10 | 0 |
| 9 | 10 | 7 | 17 | 2 | 1 | 9 | 3 | 0 | 3 | 17 | 0 |
| 10 | 11 | 8 | 19 | 1 | 0 | 10 | 17 | 0 | 17 | 3 | 0 |
| 11 | 16 | 4 | 20 | 0 | 0 | 11 | 4 | 0 | 4 | 16 | 0 |
| 12 | 5 | 12 | 17 | 3 | 0 | 12 | 10 | 0 | 10 | 10 | 0 |
| 13 | 7 | 10 | 17 | 2 | 1 | 13 | 19 | 0 | 19 | 1 | 0 |
| 14 | 20 | 0 | 20 | 0 | 0 | 14 | 7 | 7 | 14 | 3 | 3 |
| 15 | 8 | 12 | 20 | 0 | 0 | 15 | 9 | 5 | 14 | 6 | 0 |
| 16 | 11 | 5 | 16 | 2 | 2 | 16 | 19 | 0 | 19 | 1 | 0 |
| 17 | 14 | 2 | 16 | 4 | 0 | 17 | 18 | 0 | 18 | 2 | 0 |
| 18 | 14 | 2 | 16 | 2 | 2 | 18 | 19 | 0 | 19 | 0 | 1 |
| 19 | 16 | 3 | 19 | 1 | 0 | 19 | 17 | 0 | 17 | 3 | 0 |
| 20 | 16 | 3 | 19 | 1 | 0 | 20 | 6 | 6 | 12 | 1 | 7 |
| <hr/> | | <hr/> | | <hr/> | | <hr/> | | <hr/> | | <hr/> | |
| | 223 | 134 | | 36 | 7 400 | | 253 | 23 | | 111 | 13 400 |

BRIMMER SCHOOL.

HISTORY.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 19 | 1 | 20 | 0 | 0 |
| 2 | 20 | 0 | 20 | 0 | 0 |
| 3 | 17 | 3 | 20 | 0 | 0 |
| 4 | 20 | 0 | 20 | 0 | 0 |
| 5 | 13 | 7 | 20 | 0 | 0 |
| 6 | 17 | 2 | 19 | 1 | 0 |
| 7 | 8 | 9 | 17 | 2 | 1 |
| 8 | 16 | 1 | 17 | 3 | 0 |
| 9 | 10 | 8 | 18 | 1 | 1 |
| 10 | 5 | 0 | 5 | 15 | 0 |
| 11 | 17 | 3 | 20 | 0 | 0 |
| 12 | 14 | 2 | 16 | 4 | 0 |
| 13 | 9 | 7 | 16 | 4 | 0 |
| 14 | 20 | 0 | 20 | 0 | 0 |
| 15 | 16 | 4 | 20 | 0 | 0 |
| 16 | 19 | 1 | 20 | 0 | 0 |
| 17 | 3 | 16 | 19 | 1 | 0 |
| 18 | 18 | 0 | 18 | 2 | 0 |
| 19 | 7 | 13 | 20 | 0 | 0 |
| 20 | 13 | 0 | 13 | 6 | 1 |
| | 281 | 77 | | 39 | 3 400 |

LANGUAGE.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 14 | 3 | 17 | 2 | 1 |
| 2 | 4 | 5 | 9 | 7 | 4 |
| 3 | 2 | 16 | 18 | 1 | 1 |
| 4 | 5 | 8 | 13 | 6 | 1 |
| 5 | 5 | 4 | 9 | 10 | 1 |
| 6 | 4 | 2 | 6 | 11 | 3 |
| 7 | 6 | 1 | 7 | 13 | 0 |
| 8 | 11 | 3 | 14 | 6 | 0 |
| 9 | 15 | 1 | 16 | 4 | 0 |
| 10 | 14 | 1 | 15 | 5 | 0 |
| 11 | 11 | 1 | 12 | 8 | 0 |
| 12 | 19 | 0 | 19 | 1 | 0 |
| 13 | 15 | 0 | 15 | 5 | 0 |
| 14 | 17 | 1 | 18 | 2 | 0 |
| 15 | 16 | 2 | 18 | 2 | 0 |
| 16 | 15 | 3 | 18 | 2 | 0 |
| 17 | 4 | 3 | 7 | 13 | 0 |
| 18 | 6 | 2 | 8 | 12 | 0 |
| 19 | 2 | 3 | 5 | 15 | 0 |
| 20 | 7 | 4 | 11 | 7 | 2 |
| | 192 | 63 | | 132 | 13 400 |

D W I G H T S C H O O L .

Whole number of scholars, 450 ; number examined, 20 ; average age of those examined, 11 years 11 months.

| GEOGRAPHY. | | | | | | GRAMMAR. | | | | | | |
|----------------------|------------------|-------------|------------|----------------|-------------|----------------------|------------------|-------------|------------|----------------|-------------|-----|
| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | |
| | 10 | 0 | 10 | 10 | 0 | 1 | 19 | 0 | 19 | 1 | 0 | |
| | 13 | 1 | 14 | 4 | 2 | 2 | 16 | 0 | 16 | 4 | 0 | |
| | 7 | 8 | 15 | 4 | 1 | 3 | 8 | 0 | 8 | 9 | 3 | |
| 4 | 8 | 6 | 14 | 5 | 1 | 4 | 19 | 0 | 19 | 0 | 1 | |
| 5 | 6 | 7 | 13 | 5 | 2 | 5 | 14 | 2 | 16 | 1 | 3 | |
| 6 | 1 | 19 | 20 | 0 | 0 | 6 | 8 | 0 | 8 | 6 | 6 | |
| 7 | 0 | 20 | 20 | 0 | 0 | 7 | 0 | 0 | 0 | 5 | 15 | |
| 8 | 14 | 4 | 18 | 1 | 1 | 8 | 10 | 0 | 10 | 10 | 0 | |
| 9 | 13 | 5 | 18 | 1 | 1 | 9 | 4 | 0 | 4 | 15 | 1 | |
| 10 | 12 | 7 | 19 | 1 | 0 | 10 | 12 | 0 | 12 | 5 | 3 | |
| 11 | 19 | 0 | 19 | 1 | 0 | 11 | 7 | 0 | 7 | 12 | 1 | |
| 12 | 8 | 6 | 14 | 3 | 3 | 12 | 17 | 0 | 17 | 3 | 0 | |
| 13 | 13 | 5 | 18 | 1 | 1 | 13 | 8 | 0 | 8 | 11 | 1 | |
| 14 | 19 | 1 | 20 | 0 | 0 | 14 | 1 | 3 | 4 | 4 | 12 | |
| 15 | 3 | 12 | 15 | 3 | 2 | 15 | 7 | 7 | 14 | 4 | 2 | |
| 16 | 10 | 2 | 12 | 4 | 4 | 16 | 1 | 2 | 3 | 1 | 16 | |
| 17 | 8 | 1 | 9 | 6 | 5 | 17 | 10 | 0 | 10 | 2 | 8 | |
| 18 | 18 | 0 | 18 | 0 | 2 | 18 | 13 | 0 | 13 | 3 | 4 | |
| 19 | 5 | 10 | 15 | 5 | 0 | 19 | 17 | 1 | 18 | 1 | 1 | |
| 20 | 7 | 7 | 14 | 4 | 2 | 20 | 18 | 1 | 19 | 1 | 0 | |
| | 194 | 121 | | 58 | 27 | 400 | 209 | 16 | | 98 | 77 | 400 |

D W I G H T S C H O O L .

HISTORY.

NUMBER EXAMINED 19.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 18 | 0 | 18 | 0 | 1 |
| 2 | 19 | 0 | 19 | 0 | 0 |
| 3 | 18 | 0 | 18 | 0 | 1 |
| 4 | 19 | 0 | 19 | 0 | 0 |
| 5 | 3 | 8 | 11 | 5 | 3 |
| 6 | 13 | 6 | 19 | 0 | 0 |
| 7 | 4 | 13 | 17 | 2 | 0 |
| 8 | 18 | 0 | 18 | 1 | 0 |
| 9 | 3 | 11 | 14 | 4 | 1 |
| 10 | 1 | 0 | 1 | 18 | 0 |
| 11 | 18 | 1 | 19 | 0 | 0 |
| 12 | 11 | 2 | 13 | 3 | 3 |
| 13 | 11 | 3 | 14 | 5 | 0 |
| 14 | 19 | 0 | 19 | 0 | 0 |
| 15 | 18 | 1 | 19 | 0 | 0 |
| 16 | 12 | 5 | 17 | 2 | 0 |
| 17 | 16 | 1 | 17 | 2 | 0 |
| 18 | 19 | 0 | 19 | 0 | 0 |
| 19 | 1 | 14 | 15 | 1 | 3 |
| 20 | 14 | 2 | 16 | 2 | 1 |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| 255 | 67 | | 45 | 13 | 380 |

LANGUAGE.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 16 | 0 | 16 | 3 | 1 |
| 2 | 6 | 0 | 6 | 6 | 8 |
| 3 | 6 | 8 | 14 | 3 | 3 |
| 4 | 5 | 2 | 7 | 8 | 5 |
| 5 | 8 | 0 | 8 | 4 | 8 |
| 6 | 2 | 3 | 5 | 6 | 9 |
| 7 | 12 | 1 | 13 | 7 | 0 |
| 8 | 11 | 5 | 16 | 4 | 0 |
| 9 | 9 | 4 | 13 | 7 | 0 |
| 10 | 19 | 0 | 19 | 1 | 0 |
| 11 | 15 | 0 | 15 | 5 | 0 |
| 12 | 9 | 6 | 15 | 5 | 0 |
| 13 | 16 | 0 | 16 | 4 | 0 |
| 14 | 17 | 0 | 17 | 2 | 1 |
| 15 | 16 | 3 | 19 | 1 | 0 |
| 16 | 17 | 2 | 19 | 1 | 0 |
| 17 | 13 | 2 | 15 | 5 | 0 |
| 18 | 5 | 2 | 7 | 11 | 2 |
| 19 | 4 | 0 | 4 | 10 | 6 |
| 20 | 7 | 0 | 7 | 8 | 5 |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| 213 | 38 | | 101 | 48 | 400 |

ELIOT SCHOOL.

Whole number of scholars, 418; number examined, 20; average age of those examined, 13 years 11 months.

GEOGRAPHY.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 17 | 0 | 17 | 3 | 0 |
| 2 | 20 | 0 | 20 | 0 | 0 |
| 3 | 0 | 8 | 8 | 2 | 10 |
| 4 | 2 | 11 | 13 | 3 | 4 |
| 5 | 0 | 0 | 0 | 15 | 5 |
| 6 | 0 | 12 | 12 | 1 | 7 |
| 7 | 0 | 19 | 19 | 1 | 0 |
| 8 | 4 | 6 | 10 | 8 | 2 |
| 9 | 11 | 6 | 17 | 3 | 0 |
| 10 | 9 | 10 | 19 | 1 | 0 |
| 11 | 18 | 1 | 19 | 0 | 1 |
| 12 | 3 | 11 | 14 | 0 | 6 |
| 13 | 4 | 13 | 17 | 2 | 1 |
| 14 | 19 | 0 | 19 | 0 | 1 |
| 15 | 9 | 10 | 19 | 0 | 1 |
| 16 | 1 | 6 | 7 | 0 | 13 |
| 17 | 5 | 5 | 10 | 2 | 8 |
| 18 | 12 | 0 | 12 | 0 | 8 |
| 19 | 7 | 0 | 7 | 5 | 8 |
| 20 | 2 | 0 | 2 | 9 | 9 |
| | <u>144</u> | <u>118</u> | | <u>58</u> | <u>80</u> |
| | | | | | 400 |

GRAMMAR.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 17 | 0 | 17 | 3 | 0 |
| 2 | 18 | 0 | 18 | 1 | 1 |
| 3 | 3 | 0 | 3 | 11 | 6 |
| 4 | 12 | 0 | 12 | 1 | 7 |
| 5 | 18 | 0 | 18 | 1 | 1 |
| 6 | 4 | 0 | 4 | 5 | 11 |
| 7 | 0 | 0 | 0 | 5 | 15 |
| 8 | 14 | 0 | 14 | 6 | 0 |
| 9 | 1 | 0 | 1 | 18 | 1 |
| 10 | 6 | 0 | 6 | 10 | 4 |
| 11 | 4 | 0 | 4 | 15 | 1 |
| 12 | 12 | 0 | 12 | 5 | 3 |
| 13 | 3 | 0 | 3 | 2 | 15 |
| 14 | 0 | 0 | 0 | 3 | 17 |
| 15 | 12 | 6 | 18 | 0 | 2 |
| 16 | 1 | 6 | 7 | 3 | 10 |
| 17 | 14 | 0 | 14 | 2 | 4 |
| 18 | 12 | 0 | 12 | 6 | 2 |
| 19 | 15 | 0 | 15 | 3 | 2 |
| 20 | 12 | 7 | 19 | 1 | 0 |
| | <u>178</u> | <u>19</u> | | <u>101</u> | <u>102</u> |
| | | | | | 400 |

ELIOT SCHOOL.

HISTORY.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|--------------|
| 1 | 17 | 2 | 19 | 0 | 1 |
| 2 | 19 | 0 | 19 | 1 | 0 |
| 3 | 9 | 3 | 12 | 0 | 8 |
| 4 | 20 | 0 | 20 | 0 | 0 |
| 5 | 0 | 3 | 3 | 2 | 15 |
| 6 | 12 | 1 | 13 | 7 | 0 |
| 7 | 1 | 7 | 8 | 0 | 12 |
| 8 | 4 | 2 | 6 | 3 | 11 |
| 9 | 0 | 9 | 9 | 2 | 9 |
| 10 | 1 | 2 | 3 | 15 | 2 |
| 11 | 13 | 5 | 18 | 0 | 2 |
| 12 | 17 | 1 | 18 | 1 | 1 |
| 13 | 13 | 3 | 16 | 2 | 2 |
| 14 | 18 | 0 | 18 | 2 | 0 |
| 15 | 16 | 2 | 18 | 0 | 2 |
| 16 | 1 | 18 | 19 | 1 | 0 |
| 17 | 2 | 16 | 18 | 2 | 0 |
| 18 | 17 | 2 | 19 | 1 | 0 |
| 19 | 1 | 1 | 2 | 0 | 18 |
| 20 | 8 | 5 | 13 | 5 | 2 |
| | <hr/> 189 | <hr/> 82 | | <hr/> 44 | <hr/> 85 400 |

LANGUAGE.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|--------------|
| 1 | 18 | 0 | 18 | 2 | 0 |
| 2 | 5 | 3 | 8 | 9 | 3 |
| 3 | 2 | 12 | 14 | 4 | 2 |
| 4 | 1 | 3 | 4 | 9 | 7 |
| 5 | 7 | 0 | 7 | 5 | 8 |
| 6 | 0 | 4 | 4 | 7 | 9 |
| 7 | 13 | 3 | 16 | 4 | 0 |
| 8 | 11 | 9 | 20 | 0 | 0 |
| 9 | 12 | 2 | 14 | 6 | 0 |
| 10 | 11 | 2 | 13 | 7 | 0 |
| 11 | 14 | 1 | 15 | 5 | 0 |
| 12 | 4 | 8 | 12 | 8 | 0 |
| 13 | 17 | 1 | 18 | 2 | 0 |
| 14 | 18 | 2 | 20 | 0 | 0 |
| 15 | 11 | 5 | 16 | 4 | 0 |
| 16 | 17 | 1 | 18 | 2 | 0 |
| 17 | 16 | 0 | 16 | 4 | 0 |
| 18 | 8 | 4 | 12 | 8 | 0 |
| 19 | 4 | 2 | 6 | 14 | 0 |
| 20 | 10 | 1 | 11 | 9 | 0 |
| | <hr/> 199 | <hr/> 63 | | <hr/> 109 | <hr/> 29 400 |

ENDICOTT SCHOOL.

Whole number of scholars, 407; number examined, 20; average age of those examined, 14 years 4 months.

| GEOGRAPHY. | | | | | | GRAMMAR. | | | | | |
|----------------------|------------------|-------------|------------|----------------|-------------|----------------------|------------------|-------------|------------|----------------|-------------|
| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
| 1 | 10 | 0 | 10 | 8 | 2 | 1 | 15 | 0 | 15 | 4 | 1 |
| 2 | 9 | 1 | 10 | 1 | 9 | 2 | 18 | 0 | 18 | 1 | 1 |
| 3 | 7 | 9 | 16 | 0 | 4 | 3 | 3 | 0 | 3 | 7 | 10 |
| 4 | 5 | 0 | 5 | 3 | 12 | 4 | 15 | 0 | 15 | 0 | 5 |
| 5 | 0 | 7 | 7 | 4 | 9 | 5 | 17 | 0 | 17 | 2 | 1 |
| 6 | 0 | 13 | 13 | 0 | 7 | 6 | 11 | 0 | 11 | 3 | 6 |
| 7 | 0 | 16 | 16 | 4 | 0 | 7 | 0 | 0 | 0 | 4 | 16 |
| 8 | 2 | 10 | 12 | 1 | 7 | 8 | 14 | 0 | 14 | 6 | 0 |
| 9 | 0 | 6 | 6 | 5 | 9 | 9 | 9 | 0 | 9 | 11 | 0 |
| 10 | 2 | 12 | 14 | 6 | 0 | 10 | 14 | 0 | 14 | 5 | 1 |
| 11 | 16 | 0 | 16 | 0 | 4 | 11 | 10 | 1 | 11 | 8 | 1 |
| 12 | 4 | 0 | 4 | 4 | 12 | 12 | 14 | 0 | 14 | 2 | 4 |
| 13 | 1 | 14 | 15 | 0 | 5 | 13 | 15 | 0 | 15 | 2 | 3 |
| 14 | 18 | 2 | 20 | 0 | 0 | 14 | 1 | 0 | 1 | 0 | 19 |
| 15 | 1 | 9 | 10 | 4 | 6 | 15 | 2 | 12 | 14 | 0 | 6 |
| 16 | 8 | 4 | 12 | 1 | 7 | 16 | 0 | 0 | 0 | 0 | 20 |
| 17 | 2 | 2 | 4 | 2 | 14 | 17 | 12 | 0 | 12 | 0 | 8 |
| 18 | 16 | 0 | 16 | 2 | 2 | 18 | 16 | 0 | 16 | 1 | 3 |
| 19 | 6 | 5 | 11 | 5 | 4 | 19 | 20 | 0 | 20 | 0 | 0 |
| 20 | 5 | 1 | 6 | 6 | 8 | 20 | 4 | 11 | 15 | 2 | 3 |
| 112 | | 111 | | 56 121 400 | | 210 | | 24 | | 58 108 400 | |

ENDICOTT SCHOOL.

HISTORY.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 15 | 0 | 15 | 0 | 5 |
| 2 | 20 | 0 | 20 | 0 | 0 |
| 3 | 15 | 3 | 18 | 0 | 2 |
| 4 | 19 | 0 | 19 | 1 | 0 |
| 5 | 0 | 6 | 6 | 3 | 11 |
| 6 | 20 | 0 | 20 | 0 | 0 |
| 7 | 5 | 9 | 14 | 1 | 5 |
| 8 | 14 | 0 | 14 | 2 | 4 |
| 9 | 5 | 8 | 13 | 2 | 5 |
| 10 | 1 | 0 | 1 | 19 | 0 |
| 11 | 19 | 1 | 20 | 0 | 0 |
| 12 | 14 | 2 | 16 | 0 | 4 |
| 13 | 14 | 2 | 16 | 2 | 2 |
| 14 | 17 | 0 | 17 | 2 | 1 |
| 15 | 15 | 0 | 15 | 1 | 4 |
| 16 | 8 | 10 | 18 | 0 | 2 |
| 17 | 15 | 2 | 17 | 2 | 1 |
| 18 | 12 | 2 | 14 | 5 | 1 |
| 19 | 0 | 15 | 15 | 0 | 5 |
| 20 | 7 | 2 | 9 | 10 | 1 |
| 235 | 62 | | 50 | 53 | 400 |

LANGUAGE.

NUMBER EXAMINED 16.

| No of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|---------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 13 | 1 | 14 | 0 | 2 |
| 2 | 0 | 0 | 0 | 5 | 11 |
| 3 | 5 | 8 | 13 | 0 | 3 |
| 4 | 3 | 3 | 6 | 6 | 4 |
| 5 | 3 | 2 | 5 | 3 | 8 |
| 6 | 4 | 4 | 8 | 1 | 7 |
| 7 | 1 | 7 | 8 | 8 | 0 |
| 8 | 7 | 6 | 13 | 3 | 0 |
| 9 | 9 | 6 | 15 | 1 | 0 |
| 10 | 14 | 0 | 14 | 1 | 1 |
| 11 | 11 | 3 | 14 | 2 | 0 |
| 12 | 9 | 5 | 14 | 2 | 0 |
| 13 | 13 | 3 | 16 | 0 | 0 |
| 14 | 7 | 5 | 12 | 3 | 1 |
| 15 | 11 | 2 | 13 | 3 | 0 |
| 16 | 15 | 1 | 16 | 0 | 0 |
| 17 | 11 | 2 | 13 | 3 | 0 |
| 18 | 12 | 4 | 16 | 0 | 0 |
| 19 | 2 | 3 | 5 | 9 | 2 |
| 20 | 0 | 6 | 6 | 5 | 5 |
| 150 | 71 | | 55 | 44 | 320 |

FRANKLIN SCHOOL.

Whole number of scholars, 360; average age of those examined,
14 years 11 months.

| GEOGRAPHY. | | | | | | GRAMMAR. | | | | | |
|----------------------|------------------|-------------|------------|----------------|-------------|----------------------|------------------|-------------|------------|----------------|-------------|
| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
| 1 | 15 | 0 | 15 | 4 | 1 | 1 | 18 | 0 | 18 | 2 | 0 |
| 2 | 14 | 3 | 17 | 1 | 2 | 2 | 20 | 0 | 20 | 0 | 0 |
| 3 | 9 | 8 | 17 | 1 | 2 | 3 | 0 | 0 | 0 | 17 | 3 |
| 4 | 7 | 8 | 15 | 3 | 2 | 4 | 20 | 0 | 20 | 0 | 0 |
| 5 | 0 | 16 | 16 | 2 | 2 | 5 | 13 | 6 | 19 | 1 | 0 |
| 6 | 0 | 20 | 20 | 0 | 0 | 6 | 15 | 0 | 15 | 5 | 0 |
| 7 | 0 | 20 | 20 | 0 | 0 | 7 | 7 | 0 | 7 | 13 | 0 |
| 8 | 2 | 15 | 17 | 3 | 0 | 8 | 14 | 0 | 14 | 6 | 0 |
| 9 | 0 | 12 | 12 | 7 | 1 | 9 | 5 | 0 | 5 | 15 | 0 |
| 10 | 2 | 17 | 19 | 1 | 0 | 10 | 16 | 0 | 16 | 4 | 0 |
| 11 | 19 | 0 | 19 | 0 | 1 | 11 | 12 | 0 | 12 | 8 | 0 |
| 12 | 1 | 8 | 9 | 8 | 3 | 12 | 20 | 0 | 20 | 0 | 0 |
| 13 | 0 | 16 | 16 | 2 | 2 | 13 | 12 | 0 | 12 | 8 | 0 |
| 14 | 20 | 0 | 20 | 0 | 0 | 14 | 0 | 0 | 0 | 20 | 0 |
| 15 | 4 | 14 | 18 | 2 | 0 | 15 | 0 | 20 | 20 | 0 | 0 |
| 16 | 5 | 3 | 8 | 6 | 6 | 16 | 0 | 20 | 20 | 0 | 0 |
| 17 | 5 | 8 | 13 | 6 | 1 | 17 | 16 | 0 | 16 | 4 | 0 |
| 18 | 17 | 2 | 19 | 1 | 0 | 18 | 20 | 0 | 20 | 0 | 0 |
| 19 | 0 | 17 | 17 | 2 | 1 | 19 | 20 | 0 | 20 | 0 | 0 |
| 20 | 1 | 1 | 2 | 15 | 3 | 20 | 0 | 0 | 0 | 0 | 20 |
| <hr/> 121 | | <hr/> 188 | | <hr/> 64 | | <hr/> 228 | | <hr/> 46 | | <hr/> 103 | |
| | | | | 27 | | | | | | 23 | |
| | | | | 400 | | | | | | 400 | |

FRANKLIN SCHOOL.

| HISTORY. | | | | | | LANGUAGE. | | | | | |
|----------------------|------------------|-------------|------------|----------------|-------------|----------------------|------------------|-------------|------------|----------------|-------------|
| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
| 1 | 20 | 0 | 20 | 0 | 0 | 1 | 16 | 2 | 18 | 2 | 0 |
| 2 | 11 | 8 | 19 | 1 | 0 | 2 | 9 | 7 | 16 | 0 | 4 |
| 3 | 20 | 0 | 20 | 0 | 0 | 3 | 9 | 10 | 19 | 0 | 1 |
| 4 | 19 | 0 | 19 | 0 | 1 | 4 | 6 | 8 | 14 | 6 | 0 |
| 5 | 0 | 18 | 18 | 2 | 0 | 5 | 2 | 5 | 7 | 12 | 1 |
| 6 | 18 | 2 | 20 | 0 | 0 | 6 | 2 | 10 | 12 | 4 | 4 |
| 7 | 2 | 8 | 10 | 9 | 1 | 7 | 6 | 0 | 6 | 14 | 0 |
| 8 | 11 | 1 | 12 | 8 | 0 | 8 | 12 | 1 | 13 | 7 | 0 |
| 9 | 3 | 10 | 13 | 3 | 4 | 9 | 11 | 4 | 15 | 5 | 0 |
| 10 | 3 | 0 | 3 | 17 | 0 | 10 | 8 | 6 | 14 | 6 | 0 |
| 11 | 18 | 2 | 20 | 0 | 0 | 11 | 15 | 1 | 16 | 4 | 0 |
| 12 | 12 | 0 | 12 | 7 | 1 | 12 | 3 | 11 | 14 | 6 | 0 |
| 13 | 17 | 1 | 18 | 2 | 0 | 13 | 7 | 1 | 8 | 12 | 0 |
| 14 | 18 | 0 | 18 | 2 | 0 | 14 | 13 | 3 | 16 | 3 | 1 |
| 15 | 19 | 1 | 20 | 0 | 0 | 15 | 18 | 1 | 19 | 1 | 0 |
| 16 | 8 | 12 | 20 | 0 | 0 | 16 | 12 | 4 | 16 | 4 | 0 |
| 17 | 3 | 0 | 3 | 16 | 1 | 17 | 11 | 0 | 11 | 9 | 0 |
| 18 | 14 | 4 | 18 | 2 | 0 | 18 | 5 | 4 | 9 | 11 | 0 |
| 19 | 0 | 16 | 16 | 2 | 2 | 19 | 0 | 2 | 2 | 18 | 0 |
| 20 | 4 | 1 | 5 | 14 | 1 | 20 | 1 | 13 | 14 | 6 | 0 |
| <hr/> | | | | | | <hr/> | | | | | |
| | 220 | 84 | | 85 | 11 400 | | 166 | 93 | | 130 | 11 400 |

HANCOCK SCHOOL.

Whole number of scholars, 503; average age of those examined,
15 years.

GEOGRAPHY.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 16 | 0 | 16 | 4 | 0 |
| 2 | 12 | 1 | 13 | 0 | 7 |
| 3 | 3 | 11 | 14 | 0 | 6 |
| 4 | 16 | 0 | 16 | 0 | 4 |
| 5 | 0 | 13 | 13 | 1 | 6 |
| 6 | 0 | 13 | 13 | 0 | 7 |
| 7 | 0 | 18 | 18 | 2 | 0 |
| 8 | 12 | 4 | 16 | 1 | 3 |
| 9 | 17 | 2 | 19 | 0 | 1 |
| 10 | 8 | 11 | 19 | 1 | 0 |
| 11 | 11 | 5 | 16 | 0 | 4 |
| 12 | 16 | 3 | 19 | 1 | 0 |
| 13 | 1 | 12 | 13 | 0 | 7 |
| 14 | 18 | 0 | 18 | 0 | 2 |
| 15 | 0 | 9 | 9 | 2 | 9 |
| 16 | 2 | 7 | 9 | 1 | 10 |
| 17 | 4 | 2 | 6 | 0 | 14 |
| 18 | 10 | 0 | 10 | 0 | 10 |
| 19 | 0 | 9 | 9 | 7 | 4 |
| 20 | 1 | 0 | 1 | 1 | 18 |
| | 147 | 120 | | 21 | 112 400 |

GRAMMAR.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 18 | 0 | 18 | 2 | 0 |
| 2 | 17 | 0 | 17 | 2 | 1 |
| 3 | 5 | 0 | 5 | 5 | 10 |
| 4 | 11 | 3 | 14 | 1 | 5 |
| 5 | 10 | 0 | 10 | 5 | 5 |
| 6 | 20 | 0 | 20 | 0 | 0 |
| 7 | 9 | 0 | 9 | 3 | 8 |
| 8 | 13 | 0 | 13 | 7 | 0 |
| 9 | 6 | 0 | 6 | 14 | 0 |
| 10 | 13 | 0 | 13 | 5 | 2 |
| 11 | 11 | 0 | 11 | 9 | 0 |
| 12 | 10 | 0 | 10 | 2 | 8 |
| 13 | 15 | 0 | 15 | 3 | 2 |
| 14 | 4 | 0 | 4 | 1 | 15 |
| 15 | 13 | 3 | 16 | 1 | 3 |
| 16 | 4 | 1 | 5 | 3 | 12 |
| 17 | 9 | 0 | 9 | 3 | 8 |
| 18 | 15 | 0 | 15 | 1 | 4 |
| 19 | 15 | 0 | 15 | 0 | 5 |
| 20 | 6 | 4 | 10 | 3 | 7 |
| | 224 | 11 | | 70 | 95 400 |

HANCOCK SCHOOL.

HISTORY.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 19 | 0 | 19 | 0 | 1 |
| 2 | 18 | 1 | 19 | 0 | 1 |
| 3 | 7 | 3 | 10 | 0 | 10 |
| 4 | 20 | 0 | 20 | 0 | 0 |
| 5 | 1 | 1 | 2 | 4 | 14 |
| 6 | 4 | 8 | 12 | 5 | 3 |
| 7 | 3 | 7 | 10 | 2 | 8 |
| 8 | 15 | 0 | 15 | 3 | 2 |
| 9 | 19 | 0 | 19 | 0 | 1 |
| 10 | 6 | 0 | 6 | 12 | 2 |
| 11 | 14 | 0 | 14 | 1 | 5 |
| 12 | 11 | 1 | 12 | 3 | 5 |
| 13 | 11 | 2 | 13 | 2 | 5 |
| 14 | 20 | 0 | 20 | 0 | 0 |
| 15 | 14 | 0 | 14 | 0 | 6 |
| 16 | 11 | 7 | 18 | 0 | 2 |
| 17 | 0 | 13 | 13 | 3 | 4 |
| 18 | 3 | 4 | 7 | 8 | 5 |
| 19 | 4 | 3 | 7 | 1 | 12 |
| 20 | 7 | 3 | 10 | 9 | 1 |
| <hr/> | | | | | |
| 207 | 53 | | | 53 | 87 400 |

LANGUAGE.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 10 | 5 | 15 | 3 | 2 |
| 2 | 3 | 0 | 3 | 4 | 13 |
| 3 | 3 | 1 | 4 | 0 | 16 |
| 4 | 7 | 2 | 9 | 2 | 9 |
| 5 | 4 | 0 | 4 | 2 | 14 |
| 6 | 0 | 1 | 1 | 2 | 17 |
| 7 | 6 | 5 | 11 | 8 | 1 |
| 8 | 12 | 3 | 15 | 3 | 2 |
| 9 | 5 | 7 | 12 | 5 | 3 |
| 10 | 18 | 0 | 18 | 2 | 0 |
| 11 | 11 | 5 | 16 | 4 | 0 |
| 12 | 6 | 13 | 19 | 0 | 1 |
| 13 | 13 | 3 | 16 | 2 | 2 |
| 14 | 15 | 3 | 18 | 1 | 1 |
| 15 | 12 | 4 | 16 | 2 | 2 |
| 16 | 14 | 4 | 18 | 2 | 0 |
| 17 | 7 | 1 | 8 | 12 | 0 |
| 18 | 0 | 1 | 1 | 5 | 14 |
| 19 | 2 | 4 | 6 | 7 | 7 |
| 20 | 2 | 1 | 3 | 6 | 11 |
| <hr/> | | | | | |
| 150 | 63 | | | 72 115 | 400 |

HAWES SCHOOL.

Whole number of scholars, 392; number examined, 20; average age of those examined, 14 years 1 month.

GEOGRAPHY.

GRAMMAR.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 13 | 0 | 13 | 7 | 0 |
| 2 | 10 | 1 | 11 | 4 | 5 |
| 3 | 0 | 14 | 14 | 2 | 4 |
| 4 | 2 | 0 | 2 | 10 | 8 |
| 5 | 0 | 6 | 6 | 9 | 5 |
| 6 | 0 | 11 | 11 | 7 | 2 |
| 7 | 0 | 13 | 13 | 6 | 1 |
| 8 | 1 | 11 | 12 | 8 | 0 |
| 9 | 5 | 6 | 11 | 6 | 3 |
| 10 | 2 | 15 | 17 | 3 | 0 |
| 11 | 9 | 8 | 17 | 3 | 0 |
| 12 | 0 | 4 | 4 | 5 | 11 |
| 13 | 1 | 11 | 12 | 5 | 3 |
| 14 | 16 | 1 | 17 | 2 | 1 |
| 15 | 1 | 5 | 6 | 14 | 0 |
| 16 | 3 | 0 | 3 | 7 | 10 |
| 17 | 4 | 3 | 7 | 7 | 6 |
| 18 | 11 | 1 | 12 | 7 | 1 |
| 19 | 7 | 7 | 14 | 5 | 1 |
| 20 | 8 | 0 | 8 | 8 | 4 |
| | 93 | 117 | | 125 | 65 400 |

| No of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|---------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 19 | 0 | 19 | 1 | 0 |
| 2 | 15 | 0 | 15 | 5 | 0 |
| 3 | 10 | 0 | 10 | 9 | 1 |
| 4 | 16 | 0 | 16 | 1 | 3 |
| 5 | 16 | 0 | 16 | 2 | 2 |
| 6 | 12 | 0 | 12 | 7 | 1 |
| 7 | 0 | 0 | 0 | 6 | 14 |
| 8 | 9 | 0 | 9 | 11 | 0 |
| 9 | 2 | 0 | 2 | 17 | 1 |
| 10 | 6 | 0 | 6 | 12 | 2 |
| 11 | 9 | 0 | 9 | 11 | 0 |
| 12 | 19 | 0 | 19 | 1 | 0 |
| 13 | 15 | 0 | 15 | 3 | 2 |
| 14 | 1 | 0 | 1 | 3 | 16 |
| 15 | 11 | 5 | 16 | 3 | 1 |
| 16 | 3 | 4 | 7 | 3 | 10 |
| 17 | 15 | 2 | 17 | 3 | 0 |
| 18 | 18 | 0 | 18 | 1 | 1 |
| 19 | 20 | 0 | 20 | 0 | 0 |
| 20 | 2 | 0 | 2 | 5 | 13 |
| | 218 | 11 | | 104 | 67 400 |

HAWES SCHOOL

HI STORY.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 19 | 1 | 20 | 0 | 0 |
| 2 | 18 | 2 | 20 | 0 | 0 |
| 3 | 13 | 4 | 17 | 1 | 2 |
| 4 | 16 | 0 | 16 | 3 | 1 |
| 5 | 4 | 11 | 15 | 4 | 1 |
| 6 | 17 | 3 | 20 | 0 | 0 |
| 7 | 2 | 14 | 16 | 3 | 1 |
| 8 | 14 | 2 | 16 | 1 | 3 |
| 9 | 1 | 12 | 13 | 6 | 1 |
| 10 | 0 | 0 | 0 | 20 | 0 |
| 11 | 10 | 9 | 19 | 1 | 0 |
| 12 | 11 | 2 | 13 | 5 | 2 |
| 13 | 8 | 2 | 10 | 6 | 4 |
| 14 | 17 | 0 | 17 | 3 | 0 |
| 15 | 11 | 7 | 18 | 1 | 1 |
| 16 | 9 | 8 | 17 | 2 | 1 |
| 17 | 12 | 0 | 12 | 7 | 1 |
| 18 | 11 | 4 | 15 | 4 | 1 |
| 19 | 0 | 11 | 11 | 1 | 8 |
| 20 | 11 | 3 | 14 | 5 | 1 |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| 204 | 95 | | 73 | 28 | 400 |

LANGUAGE.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 14 | 2 | 16 | 1 | 3 |
| 2 | 0 | 3 | 3 | 7 | 10 |
| 3 | 0 | 11 | 11 | 3 | 6 |
| 4 | 3 | 2 | 5 | 6 | 9 |
| 5 | 2 | 5 | 7 | 10 | 3 |
| 6 | 0 | 7 | 7 | 2 | 11 |
| 7 | 5 | 5 | 10 | 9 | 1 |
| 8 | 7 | 10 | 17 | 1 | 2 |
| 9 | 6 | 12 | 18 | 1 | 1 |
| 10 | 5 | 7 | 12 | 8 | 0 |
| 11 | 3 | 8 | 11 | 9 | 0 |
| 12 | 1 | 15 | 16 | 4 | 0 |
| 13 | 6 | 5 | 11 | 8 | 1 |
| 14 | 4 | 1 | 5 | 11 | 4 |
| 15 | 12 | 3 | 15 | 4 | 1 |
| 16 | 15 | 0 | 15 | 5 | 0 |
| 17 | 5 | 6 | 11 | 8 | 1 |
| 18 | 1 | 3 | 4 | 15 | 1 |
| 19 | 0 | 0 | 0 | 20 | 0 |
| 20 | 0 | 3 | 3 | 11 | 6 |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| 89 | 108 | | 143 | 60 | 400 |

JOHNSON SCHOOL.

Whole number of scholars, 520 ; number examined, 19 ; average age of those examined, 15 years 5 months.

| GEOGRAPHY. | | | | | | GRAMMAR. | | | | | |
|----------------------|------------------|-------------|------------|----------------|-------------|----------------------|------------------|-------------|------------|----------------|-------------|
| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
| 1 | 18 | 0 | 18 | 1 | 0 | 1 | 12 | 0 | 12 | 6 | 1 |
| 2 | 19 | 0 | 19 | 0 | 0 | 2 | 17 | 0 | 17 | 2 | 0 |
| 3 | 0 | 17 | 17 | 1 | 1 | 3 | 5 | 1 | 6 | 5 | 8 |
| 4 | 7 | 9 | 16 | 3 | 0 | 4 | 13 | 0 | 13 | 2 | 4 |
| 5 | 8 | 6 | 14 | 2 | 3 | 5 | 2 | 11 | 13 | 4 | 2 |
| 6 | 0 | 9 | 9 | 6 | 4 | 6 | 11 | 0 | 11 | 4 | 4 |
| 7 | 0 | 14 | 14 | 5 | 0 | 7 | 2 | 5 | 7 | 6 | 6 |
| 8 | 12 | 4 | 16 | 1 | 2 | 8 | 14 | 0 | 14 | 5 | 0 |
| 9 | 12 | 6 | 18 | 1 | 0 | 9 | 10 | 0 | 10 | 9 | 0 |
| 10 | 13 | 6 | 19 | 0 | 0 | 10 | 16 | 0 | 16 | 3 | 0 |
| 11 | 0 | 10 | 10 | 4 | 5 | 11 | 17 | 0 | 17 | 2 | 0 |
| 12 | 4 | 7 | 11 | 6 | 2 | 12 | 13 | 0 | 13 | 5 | 1 |
| 13 | 0 | 5 | 5 | 10 | 4 | 13 | 9 | 0 | 9 | 3 | 7 |
| 14 | 19 | 0 | 19 | 0 | 0 | 14 | 5 | 5 | 10 | 6 | 3 |
| 15 | 0 | 17 | 17 | 0 | 2 | 15 | 0 | 19 | 19 | 0 | 0 |
| 16 | 11 | 0 | 11 | 5 | 3 | 16 | 9 | 8 | 17 | 1 | 1 |
| 17 | 13 | 3 | 16 | 1 | 2 | 17 | 18 | 0 | 18 | 0 | 1 |
| 18 | 19 | 0 | 19 | 0 | 0 | 18 | 17 | 1 | 18 | 0 | 1 |
| 19 | 12 | 4 | 16 | 2 | 1 | 19 | 18 | 1 | 19 | 0 | 0 |
| 20 | 17 | 0 | 17 | 2 | 0 | 20 | 13 | 5 | 18 | 1 | 0 |
| <hr/> | | <hr/> | | <hr/> | <hr/> | <hr/> | | <hr/> | | <hr/> | <hr/> |
| 164 | | 137 | | 50 | 29 380 | 121 | | 56 | | 64 | 39 380 |

JOHNSON SCHOOL.

HISTORY.

NUMBER EXAMINED, 20.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 18 | 1 | 19 | 1 | 0 |
| 2 | 19 | 1 | 20 | 0 | 0 |
| 3 | 20 | 0 | 20 | 0 | 0 |
| 4 | 20 | 0 | 20 | 0 | 0 |
| 5 | 17 | 3 | 20 | 0 | 0 |
| 6 | 16 | 1 | 17 | 3 | 0 |
| 7 | 11 | 8 | 19 | 1 | 0 |
| 8 | 16 | 1 | 17 | 3 | 0 |
| 9 | 3 | 10 | 13 | 7 | 0 |
| 10 | 5 | 0 | 5 | 15 | 0 |
| 11 | 20 | 0 | 20 | 0 | 0 |
| 12 | 13 | 2 | 15 | 5 | 0 |
| 13 | 9 | 1 | 10 | 10 | 0 |
| 14 | 18 | 0 | 18 | 2 | 0 |
| 15 | 17 | 0 | 17 | 2 | 1 |
| 16 | 13 | 7 | 20 | 0 | 0 |
| 17 | 18 | 0 | 18 | 2 | 0 |
| 18 | 5 | 1 | 6 | 14 | 0 |
| 19 | 1 | 14 | 15 | 1 | 4 |
| 20 | 4 | 0 | 4 | 15 | 1 |
| 263 | 50 | | | 81 | 6 400 |

LANGUAGE.

NUMBER EXAMINED, 19.

| No of the question. | Correct answers. | Incomplete | Not wrong. | Wrong answers. | Unanswered. |
|---------------------|------------------|------------|------------|----------------|-------------|
| 1 | 17 | 1 | 18 | 1 | 0 |
| 2 | 5 | 2 | 7 | 6 | 6 |
| 3 | 2 | 9 | 11 | 3 | 5 |
| 4 | 3 | 7 | 10 | 2 | 7 |
| 5 | 3 | 7 | 10 | 3 | 6 |
| 6 | 1 | 6 | 7 | 2 | 10 |
| 7 | 1 | 5 | 6 | 13 | 0 |
| 8 | 4 | 9 | 13 | 6 | 0 |
| 9 | 9 | 6 | 15 | 4 | 0 |
| 10 | 4 | 5 | 9 | 10 | 0 |
| 11 | 7 | 5 | 12 | 7 | 0 |
| 12 | 3 | 15 | 18 | 1 | 0 |
| 13 | 6 | 1 | 7 | 12 | 0 |
| 14 | 12 | 5 | 17 | 2 | 0 |
| 15 | 15 | 1 | 16 | 3 | 0 |
| 16 | 13 | 6 | 19 | 0 | 0 |
| 17 | 14 | 2 | 16 | 3 | 0 |
| 18 | 2 | 5 | 7 | 12 | 0 |
| 19 | 1 | 0 | 1 | 18 | 0 |
| 20 | 1 | 4 | 5 | 11 | 3 |
| 113 | 111 | | | 119 | 37 380 |

LYMAN SCHOOL.

Whole number of scholars, 653; number examined, 20; average age of those examined, 14 years.

| GEOGRAPHY. | | | | | | GRAMMAR. | | | | | |
|----------------------|------------------|-------------|------------|----------------|-------------|----------------------|------------------|-------------|------------|----------------|-------------|
| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
| 1 | 14 | 0 | 14 | 6 | 0 | 1 | 19 | 0 | 19 | 1 | 0 |
| 2 | 16 | 1 | 17 | 2 | 1 | 2 | 14 | 0 | 14 | 6 | 0 |
| 3 | 7 | 10 | 17 | 0 | 3 | 3 | 5 | 0 | 5 | 9 | 6 |
| 4 | 4 | 7 | 11 | 5 | 4 | 4 | 17 | 0 | 17 | 1 | 2 |
| 5 | 1 | 17 | 18 | 1 | 1 | 5 | 12 | 3 | 15 | 2 | 3 |
| 6 | 0 | 20 | 20 | 0 | 0 | 6 | 10 | 0 | 10 | 7 | 3 |
| 7 | 0 | 19 | 19 | 1 | 0 | 7 | 0 | 0 | 0 | 17 | 3 |
| 8 | 13 | 6 | 19 | 0 | 1 | 8 | 9 | 0 | 9 | 11 | 0 |
| 9 | 4 | 5 | 9 | 4 | 7 | 9 | 10 | 0 | 10 | 10 | 0 |
| 10 | 5 | 13 | 18 | 2 | 0 | 10 | 18 | 0 | 18 | 2 | 0 |
| 11 | 19 | 1 | 20 | 0 | 0 | 11 | 11 | 0 | 11 | 9 | 0 |
| 12 | 1 | 8 | 9 | 2 | 9 | 12 | 17 | 0 | 17 | 1 | 2 |
| 13 | 4 | 12 | 16 | 1 | 3 | 13 | 8 | 0 | 8 | 10 | 2 |
| 14 | 18 | 1 | 19 | 0 | 1 | 14 | 3 | 0 | 3 | 6 | 11 |
| 15 | 0 | 14 | 14 | 4 | 2 | 15 | 7 | 11 | 18 | 1 | 1 |
| 16 | 7 | 7 | 14 | 1 | 5 | 16 | 1 | 10 | 11 | 2 | 7 |
| 17 | 6 | 2 | 8 | 2 | 10 | 17 | 7 | 0 | 7 | 3 | 10 |
| 18 | 8 | 0 | 8 | 2 | 10 | 18 | 17 | 2 | 19 | 0 | 1 |
| 19 | 3 | 4 | 7 | 6 | 7 | 19 | 1 | 1 | 2 | 2 | 16 |
| 20 | 5 | 0 | 5 | 3 | 12 | 20 | 17 | 0 | 17 | 1 | 2 |
| <hr/> | | | | | | <hr/> | | | | | |
| | 135 | 147 | | 42 | 76 400 | | 203 | 27 | | 101 | 69 400 |

LYMAN SCHOOL.

HISTORY.

| No. of the question | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|---------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 18 | 0 | 18 | 2 | 0 |
| 2 | 20 | 0 | 20 | 0 | 0 |
| 3 | 19 | 1 | 20 | 0 | 0 |
| 4 | 20 | 0 | 20 | 0 | 0 |
| 5 | 3 | 0 | 3 | 17 | 0 |
| 6 | 13 | 6 | 19 | 0 | 1 |
| 7 | 9 | 9 | 18 | 0 | 2 |
| 8 | 12 | 1 | 13 | 4 | 3 |
| 9 | 4 | 11 | 15 | 3 | 2 |
| 10 | 4 | 1 | 5 | 14 | 1 |
| 11 | 18 | 0 | 18 | 0 | 2 |
| 12 | 19 | 1 | 20 | 0 | 0 |
| 13 | 15 | 3 | 18 | 1 | 1 |
| 14 | 16 | 0 | 16 | 4 | 0 |
| 15 | 17 | 1 | 18 | 2 | 0 |
| 16 | 14 | 6 | 20 | 0 | 0 |
| 17 | 11 | 0 | 11 | 8 | 1 |
| 18 | 11 | 6 | 17 | 2 | 1 |
| 19 | 0 | 8 | 8 | 4 | 8 |
| 20 | 13 | 0 | 13 | 6 | 1 |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| 256 | 54 | | 67 | 23 | 400 |

LANGUAGE. NUMBER EXAMINED, 19.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 12 | 6 | 18 | 1 | 0 |
| 2 | 3 | 10 | 13 | 3 | 3 |
| 3 | 6 | 7 | 13 | 3 | 3 |
| 4 | 3 | 2 | 5 | 13 | 1 |
| 5 | 2 | 1 | 3 | 11 | 5 |
| 6 | 2 | 3 | 5 | 10 | 4 |
| 7 | 10 | 2 | 12 | 7 | 0 |
| 8 | 12 | 5 | 17 | 2 | 0 |
| 9 | 11 | 0 | 11 | 7 | 1 |
| 10 | 14 | 0 | 14 | 5 | 0 |
| 11 | 16 | 1 | 17 | 2 | 0 |
| 12 | 4 | 8 | 12 | 7 | 0 |
| 13 | 11 | 3 | 14 | 3 | 2 |
| 14 | 13 | 3 | 16 | 2 | 1 |
| 15 | 17 | 0 | 17 | 1 | 1 |
| 16 | 17 | 2 | 19 | 0 | 0 |
| 17 | 10 | 6 | 16 | 0 | 3 |
| 18 | 4 | 2 | 6 | 5 | 8 |
| 19 | 1 | 0 | 1 | 17 | 1 |
| 20 | 4 | 2 | 6 | 5 | 8 |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| 172 | 63 | | 104 | 41 | 380 |

M A T H E R S C H O O L .

Whole number of scholars, 552; number examined, 20; average age of those examined, 14 years 3 months.

| GEOGRAPHY. | | | | | | GRAMMAR. | | | | | |
|----------------------|------------------|-------------|------------|----------------|-------------|----------------------|------------------|-------------|------------|----------------|-------------|
| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
| 1 | 11 | 0 | 11 | 9 | 0 | 1 | 15 | 0 | 15 | 5 | 0 |
| 2 | 20 | 0 | 20 | 0 | 0 | 2 | 14 | 0 | 14 | 6 | 0 |
| 3 | 1 | 8 | 9 | 6 | 5 | 3 | 5 | 0 | 5 | 15 | 0 |
| 4 | 3 | 0 | 3 | 13 | 4 | 4 | 17 | 0 | 17 | 0 | 3 |
| 5 | 3 | 8 | 11 | 6 | 3 | 5 | 11 | 6 | 17 | 3 | 0 |
| 6 | 2 | 8 | 10 | 7 | 3 | 6 | 7 | 0 | 7 | 10 | 3 |
| 7 | 0 | 19 | 19 | 1 | 0 | 7 | 0 | 0 | 0 | 15 | 5 |
| 8 | 14 | 4 | 18 | 2 | 0 | 8 | 5 | 0 | 5 | 15 | 0 |
| 9 | 1 | 7 | 8 | 5 | 7 | 9 | 5 | 0 | 5 | 15 | 0 |
| 10 | 2 | 15 | 17 | 2 | 1 | 10 | 11 | 0 | 11 | 9 | 0 |
| 11 | 15 | 1 | 16 | 2 | 2 | 11 | 10 | 0 | 10 | 10 | 0 |
| 12 | 8 | 3 | 11 | 6 | 3 | 12 | 18 | 0 | 18 | 2 | 0 |
| 13 | 5 | 1 | 6 | 13 | 1 | 13 | 9 | 0 | 9 | 10 | 1 |
| 14 | 20 | 0 | 20 | 0 | 0 | 14 | 0 | 4 | 4 | 12 | 4 |
| 15 | 0 | 16 | 16 | 1 | 3 | 15 | 3 | 15 | 18 | 2 | 0 |
| 16 | 0 | 0 | 0 | 11 | 9 | 16 | 1 | 18 | 19 | 1 | 0 |
| 17 | 13 | 3 | 16 | 0 | 4 | 17 | 16 | 0 | 16 | 4 | 0 |
| 18 | 14 | 3 | 17 | 1 | 2 | 18 | 18 | 0 | 18 | 2 | 0 |
| 19 | 1 | 3 | 4 | 15 | 1 | 19 | 20 | 0 | 20 | 0 | 0 |
| 20 | 9 | 1 | 10 | 8 | 2 | 20 | 11 | 5 | 16 | 4 | 0 |
| <hr/> | | <hr/> | <hr/> | | <hr/> | <hr/> | | <hr/> | <hr/> | | <hr/> |
| 142 | | 100 | 108 | | 50 400 | 196 | | 48 | 140 | | 16 400 |

MATHER SCHOOL.

HISTORY.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|--------------|
| 1 | 12 | 0 | 20 | 0 | 0 |
| 2 | 19 | 0 | 19 | 0 | 1 |
| 3 | 17 | 2 | 19 | 1 | 0 |
| 4 | 19 | 0 | 19 | 1 | 0 |
| 5 | 5 | 15 | 20 | 0 | 0 |
| 6 | 0 | 14 | 14 | 6 | 0 |
| 7 | 1 | 16 | 17 | 1 | 2 |
| 8 | 12 | 5 | 17 | 3 | 0 |
| 9 | 5 | 13 | 18 | 1 | 1 |
| 10 | 4 | 0 | 4 | 16 | 0 |
| 11 | 13 | 4 | 17 | 3 | 0 |
| 12 | 8 | 2 | 10 | 8 | 2 |
| 13 | 0 | 11 | 11 | 9 | 0 |
| 14 | 17 | 0 | 17 | 3 | 0 |
| 15 | 16 | 3 | 19 | 1 | 0 |
| 16 | 11 | 8 | 19 | 1 | 0 |
| 17 | 8 | 8 | 16 | 4 | 0 |
| 18 | 16 | 1 | 17 | 1 | 2 |
| 19 | 17 | 0 | 17 | 2 | 1 |
| 20 | 10 | 3 | 13 | 7 | 0 |
| | <u>218</u> | <u>105</u> | | <u>68</u> | <u>9 400</u> |

LANGUAGE.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|---------------|
| 1 | 15 | 1 | 16 | 2 | 2 |
| 2 | 0 | 10 | 10 | 6 | 4 |
| 3 | 1 | 12 | 13 | 3 | 4 |
| 4 | 5 | 5 | 10 | 7 | 3 |
| 5 | 4 | 6 | 10 | 5 | 5 |
| 6 | 0 | 10 | 10 | 5 | 5 |
| 7 | 8 | 1 | 9 | 10 | 1 |
| 8 | 4 | 9 | 13 | 7 | 0 |
| 9 | 7 | 7 | 14 | 6 | 0 |
| 10 | 5 | 10 | 15 | 5 | 0 |
| 11 | 11 | 1 | 12 | 8 | 0 |
| 12 | 5 | 14 | 19 | 1 | 0 |
| 13 | 17 | 3 | 20 | 0 | 0 |
| 14 | 7 | 11 | 18 | 1 | 1 |
| 15 | 14 | 3 | 17 | 3 | 0 |
| 16 | 12 | 7 | 19 | 1 | 0 |
| 17 | 3 | 1 | 4 | 16 | 0 |
| 18 | 4 | 0 | 4 | 15 | 1 |
| 19 | 0 | 2 | 2 | 18 | 0 |
| 20 | 2 | 3 | 5 | 14 | 1 |
| | <u>124</u> | <u>116</u> | | <u>133</u> | <u>27 400</u> |

MAYHEW SCHOOL.

Whole number of scholars, 387; average age of those examined,
13 years 7 months.

| GEOGRAPHY. | | | | | | GRAMMAR. | | | | | |
|----------------------|------------------|-------------|------------|----------------|-------------|----------------------|------------------|-------------|------------|----------------|-------------|
| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
| 1 | 15 | 0 | 15 | 5 | 0 | 1 | 7 | 0 | 7 | 12 | 1 |
| 2 | 16 | 0 | 16 | 1 | 3 | 2 | 16 | 0 | 16 | 2 | 2 |
| 3 | 6 | 7 | 13 | 3 | 4 | 3 | 3 | 0 | 3 | 11 | 6 |
| 4 | 4 | 6 | 10 | 6 | 4 | 4 | 19 | 0 | 19 | 0 | 1 |
| 5 | 4 | 3 | 7 | 10 | 3 | 5 | 5 | 15 | 20 | 0 | 0 |
| 6 | 1 | 15 | 16 | 2 | 2 | 6 | 3 | 0 | 3 | 9 | 8 |
| 7 | 0 | 20 | 20 | 0 | 0 | 7 | 4 | 0 | 4 | 8 | 8 |
| 8 | 6 | 9 | 15 | 4 | 1 | 8 | 9 | 0 | 9 | 11 | 0 |
| 9 | 2 | 7 | 9 | 4 | 7 | 9 | 5 | 0 | 5 | 15 | 0 |
| 10 | 4 | 11 | 15 | 1 | 4 | 10 | 10 | 0 | 10 | 10 | 0 |
| 11 | 7 | 11 | 18 | 1 | 1 | 11 | 9 | 0 | 9 | 11 | 0 |
| 12 | 2 | 5 | 7 | 9 | 4 | 12 | 14 | 0 | 14 | 4 | 2 |
| 13 | 5 | 2 | 7 | 8 | 5 | 13 | 6 | 0 | 6 | 12 | 2 |
| 14 | 17 | 1 | 18 | 1 | 1 | 14 | 3 | 0 | 3 | 12 | 5 |
| 15 | 3 | 12 | 15 | 0 | 5 | 15 | 1 | 14 | 15 | 4 | 1 |
| 16 | 3 | 10 | 13 | 1 | 6 | 16 | 0 | 6 | 6 | 2 | 12 |
| 17 | 12 | 3 | 15 | 4 | 1 | 17 | 8 | 0 | 8 | 2 | 10 |
| 18 | 17 | 0 | 17 | 3 | 0 | 18 | 8 | 0 | 8 | 2 | 10 |
| 19 | 9 | 5 | 14 | 5 | 1 | 19 | 6 | 2 | 8 | 4 | 8 |
| 20 | 6 | 3 | 9 | 7 | 4 | 20 | 0 | 6 | 6 | 5 | 9 |
| <hr/> | | | | | | <hr/> | | | | | |
| 139 | | 130 | | <hr/> | | 136 | | 43 | | <hr/> | |
| | | | | 400 | | | | | | 400 | |

MAYHEW SCHOOL.

HISTORY.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 19 | 1 | 20 | 0 | 0 |
| 2 | 18 | 2 | 20 | 0 | 0 |
| 3 | 20 | 0 | 20 | 0 | 0 |
| 4 | 18 | 0 | 18 | 2 | 0 |
| 5 | 6 | 14 | 20 | 0 | 0 |
| 6 | 18 | 1 | 19 | 1 | 0 |
| 7 | 6 | 13 | 19 | 1 | 0 |
| 8 | 12 | 3 | 15 | 3 | 2 |
| 9 | 3 | 13 | 16 | 4 | 0 |
| 10 | 3 | 0 | 3 | 15 | 2 |
| 11 | 17 | 1 | 18 | 1 | 1 |
| 12 | 14 | 2 | 16 | 3 | 1 |
| 13 | 8 | 2 | 10 | 9 | 1 |
| 14 | 16 | 0 | 16 | 4 | 0 |
| 15 | 16 | 1 | 17 | 2 | 1 |
| 16 | 15 | 5 | 20 | 0 | 0 |
| 17 | 15 | 1 | 16 | 2 | 2 |
| 18 | 10 | 1 | 11 | 8 | 1 |
| 19 | 0 | 15 | 15 | 2 | 3 |
| 20 | 4 | 1 | 5 | 14 | 1 |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| 238 | 76 | | 71 | 15 | 400 |

LANGUAGE.

NUMBER EXAMINED, 19.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 13 | 5 | 18 | 1 | 0 |
| 2 | 2 | 2 | 4 | 9 | 6 |
| 3 | 5 | 12 | 17 | 0 | 2 |
| 4 | 2 | 4 | 6 | 11 | 2 |
| 5 | 5 | 2 | 7 | 10 | 2 |
| 6 | 2 | 6 | 8 | 6 | 5 |
| 7 | 1 | 7 | 8 | 10 | 1 |
| 8 | 4 | 13 | 17 | 2 | 0 |
| 9 | 3 | 9 | 12 | 7 | 0 |
| 10 | 7 | 7 | 14 | 5 | 0 |
| 11 | 7 | 5 | 12 | 7 | 0 |
| 12 | 4 | 13 | 17 | 2 | 0 |
| 13 | 14 | 2 | 16 | 1 | 2 |
| 14 | 4 | 3 | 7 | 12 | 0 |
| 15 | 12 | 6 | 18 | 1 | 0 |
| 16 | 9 | 6 | 15 | 3 | 1 |
| 17 | 4 | 1 | 5 | 12 | 2 |
| 18 | 1 | 3 | 4 | 14 | 1 |
| 19 | 1 | 0 | 1 | 15 | 3 |
| 20 | 3 | 2 | 5 | 12 | 2 |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| 102 | 108 | | 141 | 29 | 380 |

OTIS SCHOOL.

Whole number of scholars, 461 ; number examined, 20 ; average age of those examined, 13 years 11 months.

GEOGRAPHY.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 16 | 1 | 17 | 3 | 0 |
| 2 | 9 | 0 | 9 | 1 | 10 |
| 3 | 0 | 19 | 19 | 0 | 1 |
| 4 | 0 | 4 | 4 | 6 | 10 |
| 5 | 0 | 11 | 11 | 6 | 3 |
| 6 | 0 | 14 | 14 | 1 | 5 |
| 7 | 0 | 17 | 17 | 3 | 0 |
| 8 | 0 | 1 | 1 | 15 | 4 |
| 9 | 0 | 2 | 2 | 6 | 12 |
| 10 | 4 | 6 | 10 | 5 | 5 |
| 11 | 5 | 4 | 9 | 0 | 11 |
| 12 | 0 | 4 | 4 | 0 | 16 |
| 13 | 1 | 7 | 8 | 3 | 9 |
| 14 | 11 | 3 | 14 | 1 | 5 |
| 15 | 0 | 8 | 8 | 5 | 7 |
| 16 | 1 | 1 | 2 | 2 | 16 |
| 17 | 2 | 1 | 3 | 6 | 11 |
| 18 | 11 | 0 | 11 | 2 | 7 |
| 19 | 2 | 5 | 7 | 6 | 7 |
| 20 | 2 | 6 | 8 | 4 | 8 |
| | 64 | 114 | | 75 | 147 400 |

GRAMMAR.

NUMBER EXAMINED, 18.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 14 | 0 | 14 | 3 | 1 |
| 2 | 13 | 0 | 13 | 2 | 3 |
| 3 | 2 | 0 | 2 | 9 | 7 |
| 4 | 14 | 0 | 14 | 1 | 3 |
| 5 | 4 | 10 | 14 | 2 | 2 |
| 6 | 6 | 0 | 6 | 3 | 9 |
| 7 | 1 | 0 | 1 | 8 | 9 |
| 8 | 10 | 0 | 10 | 8 | 0 |
| 9 | 1 | 0 | 1 | 17 | 0 |
| 10 | 3 | 0 | 3 | 12 | 3 |
| 11 | 11 | 0 | 11 | 7 | 0 |
| 12 | 12 | 0 | 12 | 1 | 5 |
| 13 | 8 | 0 | 8 | 7 | 3 |
| 14 | 0 | 1 | 1 | 6 | 11 |
| 15 | 0 | 15 | 15 | 0 | 3 |
| 16 | 0 | 8 | 8 | 4 | 6 |
| 17 | 9 | 1 | 10 | 3 | 5 |
| 18 | 13 | 0 | 13 | 1 | 4 |
| 19 | 10 | 2 | 12 | 2 | 4 |
| 20 | 3 | 0 | 3 | 3 | 12 |
| | 134 | 37 | | 99 | 90 360 |

OTIS SCHOOL.

HISTORY.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 17 | 2 | 19 | 0 | 1 |
| 2 | 18 | 2 | 20 | 0 | 0 |
| 3 | 16 | 3 | 19 | 0 | 1 |
| 4 | 15 | 0 | 15 | 3 | 2 |
| 5 | 1 | 4 | 5 | 7 | 8 |
| 6 | 15 | 4 | 19 | 1 | 0 |
| 7 | 0 | 12 | 12 | 1 | 7 |
| 8 | 1 | 1 | 2 | 12 | 6 |
| 9 | 0 | 9 | 9 | 3 | 8 |
| 10 | 0 | 0 | 0 | 19 | 1 |
| 11 | 14 | 0 | 14 | 1 | 5 |
| 12 | 11 | 3 | 14 | 3 | 3 |
| 13 | 7 | 2 | 9 | 7 | 4 |
| 14 | 13 | 1 | 14 | 4 | 2 |
| 15 | 11 | 2 | 13 | 2 | 5 |
| 16 | 9 | 10 | 19 | 0 | 1 |
| 17 | 1 | 8 | 9 | 9 | 2 |
| 18 | 7 | 4 | 11 | 5 | 4 |
| 19 | 0 | 1 | 1 | 4 | 15 |
| 20 | 2 | 0 | 2 | 11 | 7 |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| | 158 | 68 | | 92 | 82 400 |

LANGUAGE.
NUMBER EXAMINED, 19.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 12 | 2 | 14 | 2 | 3 |
| 2 | 2 | 5 | 7 | 4 | 8 |
| 3 | 2 | 8 | 10 | 2 | 7 |
| 4 | 1 | 5 | 6 | 6 | 7 |
| 5 | 4 | 1 | 5 | 6 | 3 |
| 6 | 0 | 6 | 6 | 2 | 11 |
| 7 | 4 | 3 | 7 | 12 | 0 |
| 8 | 3 | 13 | 16 | 2 | 1 |
| 9 | 9 | 4 | 13 | 6 | 0 |
| 10 | 7 | 4 | 11 | 6 | 2 |
| 11 | 7 | 7 | 14 | 5 | 0 |
| 12 | 3 | 11 | 14 | 5 | 0 |
| 13 | 9 | 3 | 12 | 6 | 1 |
| 14 | 7 | 4 | 11 | 7 | 1 |
| 15 | 8 | 6 | 14 | 5 | 0 |
| 16 | 14 | 2 | 16 | 2 | 1 |
| 17 | 13 | 2 | 15 | 4 | 0 |
| 18 | 2 | 0 | 2 | 12 | 5 |
| 19 | 0 | 10 | 0 | 14 | 5 |
| 20 | 1 | 1 | 2 | 12 | 5 |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| | 108 | 87 | | 120 | 65 380 |

PHILLIPS SCHOOL.

Whole number of scholars, 384; number examined, 20; average age of those examined, 13 years 1 month.

| GEOGRAPHY. | | | | | | GRAMMAR. | | | | | |
|----------------------|------------------|-------------|------------|----------------|-------------|----------------------|------------------|-------------|------------|----------------|-------------|
| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
| 1 | 12 | 1 | 13 | 7 | 0 | 1 | 17 | 0 | 17 | 2 | 1 |
| 2 | 16 | 2 | 18 | 1 | 1 | 2 | 14 | 0 | 14 | 6 | 0 |
| 3 | 6 | 11 | 17 | 2 | 1 | 3 | 3 | 0 | 3 | 10 | 7 |
| 4 | 4 | 4 | 8 | 6 | 6 | 4 | 18 | 0 | 18 | 1 | 1 |
| 5 | 0 | 10 | 10 | 7 | 3 | 5 | 7 | 3 | 10 | 9 | 1 |
| 6 | 0 | 17 | 17 | 2 | 1 | 6 | 6 | 0 | 6 | 8 | 6 |
| 7 | 0 | 19 | 19 | 1 | 0 | 7 | 0 | 0 | 0 | 8 | 12 |
| 8 | 5 | 11 | 16 | 3 | 1 | 8 | 9 | 0 | 9 | 9 | 2 |
| 9 | 0 | 6 | 6 | 8 | 6 | 9 | 2 | 0 | 2 | 18 | 0 |
| 10 | 2 | 9 | 11 | 7 | 2 | 10 | 9 | 0 | 9 | 10 | 1 |
| 11 | 20 | 0 | 20 | 0 | 0 | 11 | 9 | 0 | 9 | 11 | 0 |
| 12 | 2 | 3 | 5 | 9 | 6 | 12 | 17 | 0 | 17 | 2 | 1 |
| 13 | 0 | 8 | 8 | 2 | 10 | 13 | 9 | 0 | 9 | 10 | 1 |
| 14 | 15 | 2 | 17 | 0 | 3 | 14 | 5 | 1 | 6 | 3 | 11 |
| 15 | 1 | 5 | 6 | 11 | 3 | 15 | 2 | 3 | 5 | 13 | 2 |
| 16 | 3 | 5 | 8 | 3 | 9 | 16 | 1 | 7 | 8 | 1 | 11 |
| 17 | 3 | 5 | 8 | 7 | 5 | 17 | 8 | 0 | 8 | 4 | 8 |
| 18 | 13 | 3 | 16 | 1 | 3 | 18 | 10 | 0 | 10 | 6 | 4 |
| 19 | 1 | 9 | 10 | 6 | 4 | 19 | 19 | 0 | 19 | 1 | 0 |
| 20 | 3 | 3 | 6 | 5 | 9 | 20 | 2 | 17 | 19 | 1 | 0 |
| <hr/> | | <hr/> | | <hr/> | <hr/> | <hr/> | | <hr/> | | <hr/> | <hr/> |
| 106 | | 133 | | 88 | 73 400 | 167 | | 31 | | 133 | 69 400 |

PHILLIPS SCHOOL.

| HISTORY. | | | | | | LANGUAGE. | | | | | |
|----------------------|------------------|-------------|------------|----------------|-------------|---------------------|------------------|------------|------------|----------------|-------------|
| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | No of the question. | Correct answers. | Incomplete | Not wrong. | Wrong answers. | Unanswered. |
| 1 | 16 | 4 | 20 | 0 | 0 | 1 | 18 | 0 | 18 | 2 | 0 |
| 2 | 15 | 3 | 18 | 0 | 2 | 2 | 7 | 1 | 8 | 1 | 11 |
| 3 | 14 | 2 | 16 | 3 | 1 | 3 | 4 | 1 | 5 | 1 | 14 |
| 4 | 17 | 0 | 17 | 2 | 1 | 4 | 4 | 7 | 11 | 7 | 2 |
| 5 | 2 | 13 | 15 | 3 | 2 | 5 | 6 | 6 | 12 | 4 | 4 |
| 6 | 12 | 5 | 17 | 2 | 1 | 6 | 3 | 8 | 11 | 4 | 5 |
| 7 | 10 | 5 | 15 | 4 | 1 | 7 | 5 | 0 | 5 | 15 | 0 |
| 8 | 4 | 8 | 12 | 2 | 6 | 8 | 4 | 12 | 16 | 4 | 0 |
| 9 | 1 | 7 | 8 | 11 | 1 | 9 | 9 | 4 | 13 | 7 | 0 |
| 10 | 0 | 2 | 2 | 14 | 4 | 10 | 8 | 3 | 11 | 5 | 4 |
| 11 | 18 | 1 | 19 | 0 | 1 | 11 | 12 | 2 | 14 | 6 | 0 |
| 12 | 11 | 6 | 17 | 3 | 0 | 12 | 2 | 13 | 15 | 5 | 0 |
| 13 | 3 | 7 | 10 | 5 | 5 | 13 | 15 | 1 | 16 | 3 | 1 |
| 14 | 10 | 1 | 11 | 8 | 1 | 14 | 14 | 5 | 19 | 0 | 1 |
| 15 | 7 | 9 | 16 | 3 | 1 | 15 | 16 | 2 | 18 | 2 | 0 |
| 16 | 7 | 12 | 19 | 0 | 1 | 16 | 13 | 1 | 14 | 4 | 2 |
| 17 | 15 | 2 | 17 | 2 | 1 | 17 | 0 | 0 | 0 | 17 | 3 |
| 18 | 8 | 6 | 14 | 6 | 0 | 18 | 2 | 0 | 2 | 17 | 1 |
| 19 | 0 | 10 | 10 | 7 | 3 | 19 | 3 | 0 | 3 | 16 | 1 |
| 20 | 13 | 0 | 13 | 7 | 0 | 20 | 2 | 3 | 5 | 11 | 4 |
| <hr/> | | <hr/> | | <hr/> | | <hr/> | | <hr/> | | <hr/> | |
| 183 | | 103 | | 82 | | 147 | | 69 | | 131 | |
| | | | | 32 | | | | | | 53 | |
| | | | | 400 | | | | | | 400 | |

WELLS SCHOOL.

Whole number of scholars, 360; number examined, 20; average age of those examined, 14 years 10 months.

GEOGRAPHY.

GRAMMAR.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 20 | 0 | 20 | 0 | 0 |
| 2 | 17 | 2 | 19 | 0 | 1 |
| 3 | 2 | 17 | 19 | 0 | 1 |
| 4 | 3 | 15 | 18 | 2 | 0 |
| 5 | 7 | 1 | 8 | 11 | 1 |
| 6 | 0 | 19 | 19 | 1 | 0 |
| 7 | 0 | 20 | 20 | 0 | 0 |
| 8 | 6 | 2 | 8 | 0 | 12 |
| 9 | 7 | 12 | 19 | 0 | 1 |
| 10 | 9 | 9 | 18 | 2 | 0 |
| 11 | 15 | 3 | 18 | 0 | 2 |
| 12 | 4 | 15 | 19 | 1 | 0 |
| 13 | 5 | 15 | 20 | 0 | 0 |
| 14 | 19 | 0 | 19 | 1 | 0 |
| 15 | 9 | 11 | 20 | 0 | 0 |
| 16 | 11 | 8 | 19 | 0 | 1 |
| 17 | 19 | 1 | 20 | 0 | 0 |
| 18 | 20 | 0 | 20 | 0 | 0 |
| 19 | 5 | 15 | 20 | 0 | 0 |
| 20 | 19 | 1 | 20 | 0 | 0 |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| 197 | 166 | | 18 | 19 | 400 |

| No of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|---------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 17 | 1 | 18 | 1 | 1 |
| 2 | 14 | 0 | 14 | 5 | 1 |
| 3 | 5 | 0 | 5 | 11 | 4 |
| 4 | 6 | 0 | 6 | 9 | 5 |
| 5 | 13 | 5 | 18 | 1 | 1 |
| 6 | 11 | 1 | 12 | 5 | 3 |
| 7 | 0 | 0 | 0 | 8 | 12 |
| 8 | 15 | 0 | 15 | 5 | 0 |
| 9 | 3 | 0 | 3 | 17 | 0 |
| 10 | 14 | 1 | 15 | 1 | 4 |
| 11 | 13 | 0 | 13 | 7 | 0 |
| 12 | 17 | 0 | 17 | 0 | 3 |
| 13 | 15 | 0 | 15 | 4 | 1 |
| 14 | 0 | 0 | 0 | 2 | 18 |
| 15 | 1 | 15 | 16 | 1 | 3 |
| 16 | 1 | 9 | 10 | 1 | 9 |
| 17 | 18 | 0 | 18 | 1 | 1 |
| 18 | 19 | 0 | 19 | 0 | 1 |
| 19 | 19 | 1 | 20 | 0 | 0 |
| 20 | 7 | 3 | 10 | 1 | 9 |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| 208 | 36 | | 80 | 76 | 400 |

WELLS SCHOOL.

HISTORY.

| No. of the question | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|---------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 19 | 1 | 20 | 0 | 0 |
| 2 | 20 | 0 | 20 | 0 | 0 |
| 3 | 20 | 0 | 20 | 0 | 0 |
| 4 | 20 | 0 | 20 | 0 | 0 |
| 5 | 3 | 16 | 19 | 0 | 1 |
| 6 | 20 | 0 | 20 | 0 | 0 |
| 7 | 7 | 7 | 14 | 3 | 3 |
| 8 | 14 | 0 | 14 | 6 | 0 |
| 9 | 3 | 14 | 17 | 3 | 0 |
| 10 | 6 | 0 | 6 | 13 | 1 |
| 11 | 20 | 0 | 20 | 0 | 0 |
| 12 | 12 | 5 | 17 | 3 | 0 |
| 13 | 19 | 0 | 19 | 1 | 0 |
| 14 | 19 | 0 | 19 | 1 | 0 |
| 15 | 16 | 2 | 18 | 0 | 2 |
| 16 | 8 | 12 | 20 | 0 | 0 |
| 17 | 0 | 17 | 17 | 2 | 1 |
| 18 | 17 | 1 | 18 | 1 | 1 |
| 19 | 1 | 15 | 16 | 1 | 3 |
| 20 | 13 | 1 | 14 | 5 | 1 |
| 257 | 91 | | 39 | 13 | 400 |

LANGUAGE.

| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
|----------------------|------------------|-------------|------------|----------------|-------------|
| 1 | 17 | 2 | 19 | 1 | 0 |
| 2 | 11 | 5 | 16 | 2 | 2 |
| 3 | 2 | 11 | 13 | 2 | 5 |
| 4 | 8 | 5 | 13 | 3 | 4 |
| 5 | 5 | 0 | 5 | 4 | 11 |
| 6 | 7 | 2 | 9 | 0 | 11 |
| 7 | 19 | 1 | 20 | 0 | 0 |
| 8 | 8 | 12 | 20 | 0 | 0 |
| 9 | 5 | 14 | 19 | 1 | 0 |
| 10 | 12 | 4 | 16 | 4 | 0 |
| 11 | 12 | 8 | 20 | 0 | 0 |
| 12 | 0 | 19 | 19 | 1 | 0 |
| 13 | 15 | 1 | 16 | 4 | 0 |
| 14 | 17 | 2 | 19 | 1 | 0 |
| 15 | 10 | 8 | 18 | 2 | 0 |
| 16 | 19 | 1 | 20 | 0 | 0 |
| 17 | 17 | 3 | 20 | 0 | 0 |
| 18 | 17 | 3 | 20 | 0 | 0 |
| 19 | 1 | 4 | 5 | 15 | 0 |
| 20 | 9 | 4 | 13 | 7 | 0 |
| 211 | 109 | | 47 | 33 | 400 |

WINTHROP SCHOOL.

Whole number of scholars, 478 ; number examined, 20 ; average age of those examined, 13 years 11 months.

| GEOGRAPHY. | | | | | | GRAMMAR. | | | | | |
|---------------------|------------------|-------------|------------|----------------|-------------|----------------------|------------------|-------------|------------|----------------|-------------|
| No. of the question | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
| 1 | 14 | 0 | 14 | 3 | 3 | 1 | 16 | 0 | 16 | 1 | 3 |
| 2 | 7 | 6 | 13 | 1 | 6 | 2 | 13 | 0 | 13 | 4 | 3 |
| 3 | 4 | 8 | 12 | 0 | 8 | 3 | 4 | 0 | 4 | 8 | 8 |
| 4 | 8 | 3 | 11 | 1 | 8 | 4 | 16 | 0 | 16 | 0 | 4 |
| 5 | 4 | 9 | 13 | 1 | 6 | 5 | 20 | 0 | 20 | 0 | 0 |
| 6 | 0 | 15 | 15 | 0 | 5 | 6 | 19 | 0 | 19 | 1 | 0 |
| 7 | 0 | 14 | 14 | 6 | 0 | 7 | 13 | 0 | 13 | 7 | 0 |
| 8 | 6 | 7 | 13 | 0 | 7 | 8 | 12 | 0 | 12 | 8 | 0 |
| 9 | 3 | 3 | 6 | 1 | 13 | 9 | 2 | 0 | 2 | 16 | 2 |
| 10 | 10 | 7 | 17 | 3 | 0 | 10 | 11 | 0 | 11 | 6 | 3 |
| 11 | 19 | 1 | 20 | 0 | 0 | 11 | 5 | 0 | 5 | 14 | 1 |
| 12 | 1 | 7 | 8 | 4 | 8 | 12 | 12 | 1 | 13 | 3 | 4 |
| 13 | 0 | 10 | 10 | 0 | 10 | 13 | 9 | 0 | 9 | 4 | 7 |
| 14 | 17 | 1 | 18 | 0 | 2 | 14 | 0 | 0 | 0 | 3 | 17 |
| 15 | 0 | 12 | 12 | 4 | 4 | 15 | 2 | 6 | 8 | 5 | 7 |
| 16 | 5 | 15 | 20 | 0 | 0 | 16 | 0 | 0 | 0 | 4 | 16 |
| 17 | 13 | 2 | 15 | 1 | 4 | 17 | 4 | 2 | 6 | 0 | 14 |
| 18 | 14 | 0 | 14 | 1 | 5 | 18 | 11 | 0 | 11 | 2 | 7 |
| 19 | 4 | 5 | 9 | 7 | 4 | 19 | 1 | 1 | 2 | 3 | 15 |
| 20 | 2 | 3 | 5 | 6 | 9 | 20 | 1 | 1 | 2 | 1 | 17 |
| 131 | | 128 | | 39 | | 171 | | 11 | | 90 | |
| | | | | 102 | | | | | | 128 | |
| | | | | 400 | | | | | | 400 | |

WINTHROP SCHOOL.

| HISTORY. | | | | | | LANGUAGE. | | | | | |
|----------------------|------------------|-------------|------------|----------------|-------------|----------------------|------------------|-------------|------------|----------------|-------------|
| NUMBER EXAMINED, 19. | | | | | | | | | | | |
| No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. | No. of the question. | Correct answers. | Incomplete. | Not wrong. | Wrong answers. | Unanswered. |
| 1 | 16 | 0 | 16 | 1 | 2 | 1 | 19 | 1 | 20 | 0 | 0 |
| 2 | 18 | 1 | 19 | 0 | 0 | 2 | 1 | 6 | 7 | 5 | 8 |
| 3 | 3 | 1 | 4 | 0 | 15 | 3 | 3 | 13 | 16 | 2 | 2 |
| 4 | 17 | 0 | 17 | 0 | 2 | 4 | 1 | 14 | 15 | 3 | 2 |
| 5 | 6 | 2 | 8 | 3 | 8 | 5 | 4 | 11 | 15 | 2 | 3 |
| 6 | 14 | 2 | 16 | 1 | 2 | 6 | 4 | 8 | 12 | 1 | 7 |
| 7 | 1 | 13 | 14 | 0 | 5 | 7 | 10 | 2 | 12 | 6 | 2 |
| 8 | 14 | 2 | 16 | 0 | 3 | 8 | 8 | 3 | 11 | 6 | 3 |
| 9 | 5 | 9 | 14 | 2 | 3 | 9 | 5 | 10 | 15 | 2 | 3 |
| 10 | 7 | 0 | 7 | 9 | 3 | 10 | 13 | 1 | 14 | 3 | 3 |
| 11 | 15 | 0 | 15 | 2 | 2 | 11 | 11 | 1 | 12 | 7 | 1 |
| 12 | 11 | 0 | 11 | 2 | 6 | 12 | 3 | 15 | 18 | 1 | 1 |
| 13 | 6 | 6 | 12 | 3 | 4 | 13 | 13 | 2 | 15 | 4 | 1 |
| 14 | 15 | 0 | 15 | 4 | 0 | 14 | 3 | 12 | 15 | 3 | 2 |
| 15 | 13 | 4 | 17 | 0 | 2 | 15 | 15 | 0 | 15 | 4 | 1 |
| 16 | 9 | 9 | 18 | 0 | 1 | 16 | 8 | 0 | 8 | 11 | 1 |
| 17 | 11 | 3 | 14 | 3 | 2 | 17 | 10 | 2 | 12 | 7 | 1 |
| 18 | 9 | 2 | 11 | 2 | 6 | 18 | 1 | 11 | 12 | 3 | 5 |
| 19 | 0 | 7 | 7 | 0 | 12 | 19 | 3 | 6 | 9 | 5 | 6 |
| 20 | 3 | 2 | 5 | 9 | 5 | 20 | 3 | 3 | 6 | 6 | 8 |
| 193 | 63 | | | 41 | 83 380 | 138 | 121 | | | 81 | 60 400 |

RECAPITULATION.

GEOGRAPHY.

| SCHOOLS. | Number belonging to the School. | No. of pupils examined. | NUMBER OF CORRECT ANSWERS TO EACH QUESTION. | | | | | | | | | | | | | | | | | | | | Per cent. of correct ans. |
|-----------|---------------------------------|-------------------------|---|----|----|----|----|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|---------------------------|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| Adams, | 330 | 20 | 17 | 11 | 1 | 3 | 0 | 1 | 0 | 2 | 0 | 0 | 10 | 1 | 0 | 19 | 2 | 2 | 4 | 6 | 1 | 5 | .21 |
| Bowdoin, | 483 | 20 | 20 | 19 | 5 | 8 | 19 | 0 | 0 | 1 | 5 | 8 | 18 | 2 | 0 | 19 | 0 | 10 | 2 | 17 | 9 | 14 | .44 |
| Boylston, | 551 | 20 | 7 | 14 | 9 | 3 | 0 | 0 | 0 | 2 | 0 | 8 | 12 | 0 | 1 | 14 | 0 | 0 | 15 | 19 | 0 | 12 | .29 |
| Brimmer, | 518 | 20 | 16 | 17 | 13 | 9 | 0 | 0 | 0 | 20 | 10 | 11 | 16 | 5 | 7 | 20 | 8 | 11 | 14 | 14 | 16 | 16 | .55 |
| Dwight, | 450 | 20 | 10 | 13 | 7 | 8 | 6 | 1 | 0 | 14 | 13 | 12 | 19 | 8 | 13 | 19 | 3 | 10 | 8 | 18 | 5 | 7 | .48 |
| Eliot, | 418 | 20 | 17 | 20 | 0 | 2 | 0 | 0 | 0 | 4 | 11 | 9 | 18 | 3 | 4 | 19 | 9 | 1 | 5 | 12 | 7 | 2 | .36 |
| Endicott, | 407 | 20 | 10 | 9 | 7 | 5 | 0 | 0 | 0 | 2 | 0 | 2 | 16 | 4 | 1 | 18 | 1 | 8 | 2 | 16 | 6 | 5 | .28 |
| Franklin, | 360 | 20 | 15 | 14 | 9 | 7 | 0 | 0 | 0 | 2 | 0 | 2 | 19 | 1 | 0 | 20 | 4 | 5 | 5 | 17 | 0 | 1 | .30 |
| Hancock, | 503 | 20 | 16 | 12 | 3 | 16 | 0 | 0 | 0 | 12 | 17 | 8 | 11 | 16 | 1 | 18 | 0 | 2 | 4 | 10 | 0 | 1 | .37 |
| Hawes, | 392 | 20 | 13 | 10 | 0 | 2 | 0 | 0 | 0 | 1 | 5 | 2 | 9 | 0 | 1 | 16 | 1 | 3 | 4 | 11 | 7 | 8 | .23 |
| Johnson, | 520 | 19 | 18 | 19 | 0 | 7 | 8 | 0 | 0 | 12 | 12 | 13 | 0 | 4 | 0 | 19 | 0 | 11 | 13 | 19 | 12 | 17 | .43 |
| Lyman, | 653 | 20 | 14 | 16 | 7 | 4 | 1 | 0 | 0 | 13 | 4 | 5 | 19 | 1 | 4 | 18 | 0 | 7 | 6 | 8 | 3 | 5 | .34 |
| Mather, | 552 | 20 | 11 | 20 | 1 | 3 | 3 | 2 | 0 | 14 | 1 | 2 | 15 | 8 | 5 | 20 | 0 | 0 | 13 | 14 | 1 | 9 | .35 |
| Mayhew, | 387 | 20 | 15 | 16 | 6 | 4 | 4 | 1 | 0 | 6 | 2 | 4 | 7 | 2 | 5 | 17 | 3 | 3 | 12 | 17 | 9 | 6 | .37 |
| Otis, | 461 | 20 | 16 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 0 | 1 | 11 | 0 | 1 | 2 | 11 | 2 | 2 | .16 |
| Phillips, | 384 | 20 | 12 | 16 | 6 | 4 | 0 | 0 | 0 | 5 | 0 | 2 | 20 | 2 | 0 | 15 | 1 | 3 | 3 | 13 | 1 | 3 | .26 |
| Wells, | 360 | 20 | 20 | 17 | 2 | 3 | 7 | 0 | 0 | 6 | 7 | 9 | 15 | 4 | 5 | 19 | 9 | 11 | 19 | 20 | 5 | 19 | .49 |
| Winthrop, | 478 | 20 | 14 | 7 | 4 | 8 | 4 | 0 | 0 | 6 | 3 | 10 | 19 | 1 | 0 | 17 | 0 | 5 | 13 | 14 | 4 | 2 | .33 |

RECAPITULATION.

GRAMMAR.

| SCHOOLS. | Number belonging to the School. | No. of pupils examined. | NUMBER OF CORRECT ANSWERS TO EACH QUESTION. | | | | | | | | | | | | | | | | | | | | Per cent. of correct ans. | Per cent. of School exam. |
|-----------|---------------------------------|-------------------------|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---------------------------|---------------------------|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
| Adams, | 330 | 20 | 16 | 13 | 7 | 8 | 7 | 16 | 0 | 9 | 6 | 11 | 12 | 18 | 4 | 0 | 3 | 2 | 6 | 13 | 20 | 2 | .43 | .07 |
| Bowdoin, | 438 | 20 | 19 | 16 | 6 | 18 | 8 | 7 | 2 | 14 | 12 | 17 | 18 | 16 | 16 | 7 | 3 | 1 | 20 | 19 | 19 | 5 | .61 | .04 |
| Boylston, | 551 | 20 | 16 | 15 | 1 | 9 | 19 | 4 | 0 | 11 | 5 | 12 | 4 | 11 | 7 | 1 | 3 | 0 | 9 | 18 | 14 | 15 | .43 | .04 |
| Brimmer, | 518 | 20 | 20 | 17 | 14 | 20 | 10 | 14 | 0 | 10 | 3 | 17 | 4 | 10 | 19 | 7 | 9 | 19 | 18 | 19 | 17 | 6 | .63 | .04 |
| Dwight, | 450 | 20 | 19 | 16 | 8 | 19 | 14 | 8 | 0 | 10 | 4 | 12 | 7 | 17 | 8 | 1 | 7 | 1 | 10 | 13 | 17 | 18 | .52 | .04 |
| Elliot, | 418 | 20 | 17 | 18 | 3 | 12 | 18 | 4 | 0 | 14 | 1 | 6 | 4 | 12 | 3 | 0 | 12 | 1 | 14 | 12 | 15 | 12 | .44 | .05 |
| Endicott, | 407 | 20 | 15 | 18 | 3 | 15 | 17 | 11 | 0 | 14 | 9 | 14 | 10 | 14 | 15 | 1 | 2 | 0 | 12 | 16 | 20 | 4 | .52 | .05 |
| Franklin, | 360 | 20 | 18 | 20 | 0 | 20 | 13 | 15 | 7 | 14 | 5 | 16 | 12 | 20 | 12 | 0 | 0 | 0 | 16 | 20 | 20 | 0 | .35 | .06 |
| Hancock, | 503 | 20 | 18 | 17 | 5 | 11 | 10 | 20 | 9 | 13 | 6 | 13 | 11 | 10 | 15 | 4 | 13 | 4 | 9 | 15 | 15 | 6 | .56 | .04 |
| Hawes, | 392 | 20 | 19 | 15 | 10 | 16 | 16 | 12 | 0 | 9 | 2 | 6 | 9 | 19 | 15 | 1 | 11 | 3 | 15 | 18 | 20 | 2 | .54 | .05 |
| Johnson, | 520 | 20 | 12 | 17 | 5 | 13 | 2 | 11 | 2 | 14 | 10 | 16 | 17 | 13 | 9 | 5 | 0 | 9 | 18 | 17 | 18 | 13 | .30 | .04 |
| Lyman, | 653 | 20 | 19 | 14 | 5 | 17 | 12 | 10 | 0 | 9 | 10 | 18 | 11 | 17 | 8 | 3 | 7 | 1 | 7 | 17 | 15 | 17 | .51 | .07 |
| Mather, | 552 | 20 | 15 | 14 | 5 | 17 | 11 | 7 | 0 | 5 | 5 | 11 | 10 | 18 | 9 | 0 | 3 | 1 | 16 | 18 | 20 | 11 | .49 | .04 |
| Mayhew, | 387 | 20 | 7 | 16 | 3 | 19 | 5 | 3 | 4 | 9 | 5 | 10 | 9 | 14 | 6 | 3 | 1 | 0 | 8 | 8 | 6 | 0 | .34 | .05 |
| Otis, | 461 | 18 | 14 | 13 | 2 | 14 | 4 | 6 | 1 | 10 | 1 | 3 | 11 | 12 | 8 | 0 | 0 | 0 | 9 | 13 | 10 | 3 | .37 | .04 |
| Phillips, | 384 | 20 | 17 | 14 | 3 | 18 | 7 | 6 | 0 | 9 | 2 | 9 | 9 | 17 | 9 | 5 | 2 | 1 | 8 | 10 | 19 | 2 | .42 | .05 |
| Wells, | 360 | 20 | 17 | 14 | 5 | 6 | 13 | 11 | 0 | 15 | 3 | 14 | 13 | 17 | 15 | 0 | 1 | 1 | 18 | 19 | 19 | 7 | .52 | .06 |
| Winthrop, | 478 | 20 | 16 | 13 | 4 | 16 | 20 | 19 | 13 | 12 | 2 | 11 | 5 | 12 | 9 | 0 | 2 | 0 | 4 | 11 | 1 | 1 | .43 | .04 |

RECAPITULATION.

HISTORY.

| SCHOOLS. | No. of pupils belonging to the schools. | No. of pupils examined. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Per cent. of correct ans. | Per cent. of the school ex. |
|-----------|---|-------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---------------------------|-----------------------------|
| Adams, | 330 | 20 | 17 | 19 | 6 | 20 | 2 | 9 | 3 | 13 | 2 | 1 | 16 | 8 | 14 | 19 | 12 | 13 | 14 | 12 | 4 | 12 | .54 | .07 |
| Bowdoin, | 483 | 20 | 20 | 18 | 20 | 19 | 11 | 19 | 14 | 13 | 15 | 11 | 20 | 19 | 20 | 20 | 18 | 19 | 17 | 18 | 14 | 9 | .83 | .04 |
| Boylston, | 551 | 20 | 18 | 16 | 18 | 19 | 4 | 16 | 1 | 16 | 2 | 2 | 19 | 14 | 13 | 18 | 12 | 6 | 8 | 5 | 8 | 4 | .55 | .04 |
| Brimmer, | 518 | 20 | 19 | 20 | 17 | 20 | 13 | 17 | 8 | 16 | 10 | 5 | 17 | 14 | 9 | 20 | 16 | 19 | 3 | 18 | 7 | 13 | .70 | .04 |
| Dwight, | 450 | 19 | 18 | 19 | 18 | 19 | 3 | 13 | 4 | 18 | 3 | 1 | 18 | 11 | 11 | 19 | 18 | 12 | 16 | 19 | 1 | 14 | .64 | .04 |
| Ellet, | 418 | 20 | 17 | 19 | 9 | 20 | 0 | 12 | 1 | 4 | 0 | 1 | 13 | 17 | 13 | 18 | 16 | 1 | 2 | 17 | 1 | 8 | .47 | .05 |
| Endicott, | 407 | 20 | 15 | 20 | 15 | 19 | 0 | 20 | 5 | 14 | 5 | 1 | 19 | 14 | 14 | 17 | 15 | 8 | 15 | 12 | 0 | 7 | .59 | .05 |
| Franklin, | 360 | 20 | 20 | 11 | 20 | 19 | 0 | 18 | 2 | 11 | 3 | 3 | 18 | 12 | 17 | 18 | 19 | 8 | 3 | 14 | 0 | 4 | .55 | .06 |
| Hancock, | 503 | 20 | 19 | 18 | 7 | 20 | 1 | 4 | 3 | 15 | 19 | 6 | 14 | 11 | 11 | 20 | 14 | 11 | 0 | 3 | 4 | 7 | .50 | .04 |
| Hawes, | 392 | 20 | 19 | 18 | 13 | 16 | 4 | 17 | 2 | 14 | 1 | 0 | 10 | 11 | 8 | 17 | 11 | 9 | 12 | 11 | 0 | 11 | .51 | .05 |
| Johnson, | 520 | 20 | 18 | 19 | 20 | 20 | 17 | 16 | 11 | 16 | 3 | 5 | 20 | 13 | 9 | 18 | 17 | 13 | 18 | 5 | 1 | 4 | .66 | .04 |
| Lyman, | 653 | 20 | 18 | 20 | 19 | 20 | 3 | 13 | 9 | 12 | 4 | 4 | 18 | 19 | 15 | 16 | 17 | 14 | 11 | 11 | 0 | 13 | .64 | .07 |
| Mather, | 552 | 20 | 12 | 19 | 17 | 19 | 5 | 0 | 1 | 12 | 5 | 4 | 13 | 8 | 0 | 17 | 16 | 11 | 8 | 16 | 17 | 10 | .54 | .04 |
| Mayhew, | 387 | 20 | 19 | 18 | 20 | 18 | 6 | 18 | 6 | 12 | 3 | 3 | 17 | 14 | 8 | 16 | 16 | 15 | 15 | 10 | 0 | 4 | .59 | .05 |
| Otis, | 461 | 20 | 17 | 18 | 16 | 15 | 1 | 15 | 0 | 1 | 0 | 0 | 14 | 11 | 7 | 13 | 11 | 9 | 1 | 7 | 0 | 2 | .39 | .04 |
| Phillips, | 384 | 20 | 16 | 15 | 14 | 17 | 2 | 12 | 10 | 4 | 1 | 0 | 18 | 11 | 3 | 10 | 7 | 7 | 15 | 8 | 0 | 13 | .46 | .05 |
| Wells, | 360 | 20 | 19 | 20 | 20 | 20 | 3 | 20 | 7 | 14 | 3 | 6 | 20 | 12 | 19 | 19 | 16 | 8 | 0 | 17 | 1 | 13 | .64 | .06 |
| Winthrop, | 478 | 19 | 16 | 18 | 3 | 17 | 6 | 14 | 1 | 14 | 5 | 7 | 15 | 11 | 6 | 15 | 13 | 9 | 11 | 9 | 0 | 3 | .51 | .04 |

RECAPITULATION.

Number belonging to the school.

No. of pupils examined.

LANGUAGE.

NUMBER OF CORRECT ANSWERS TO EACH QUESTION.

| SCHOOLS. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | Per cent. of correct ans. |
|-----------|-----|----|----|----|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|---------------------------|
| Adams, | 330 | 02 | 11 | 0 | 4 | 1 | 2 | 1 | 3 | 9 | 10 | 13 | 4 | 11 | 3 | 8 | 12 | 0 | 3 | 2 | .26 |
| Bowdoin, | 483 | 02 | 19 | 7 | 2 | 9 | 5 | 7 | 17 | 5 | 10 | 20 | 17 | 16 | 19 | 18 | 20 | 11 | 19 | 4 | .63 |
| Boylston, | 551 | 02 | 10 | 0 | 2 | 2 | 1 | 1 | 10 | 10 | 11 | 13 | 16 | 10 | 15 | 17 | 13 | 14 | 17 | 0 | .44 |
| Brimmer, | 518 | 02 | 14 | 4 | 2 | 5 | 5 | 4 | 6 | 11 | 15 | 14 | 11 | 19 | 15 | 17 | 16 | 15 | 4 | 2 | .48 |
| Dwight, | 450 | 02 | 16 | 6 | 6 | 5 | 8 | 2 | 12 | 11 | 9 | 19 | 15 | 9 | 16 | 17 | 16 | 17 | 13 | 5 | .53 |
| Eliot, | 418 | 02 | 18 | 5 | 2 | 1 | 7 | 0 | 13 | 11 | 12 | 11 | 14 | 4 | 17 | 18 | 11 | 17 | 16 | 4 | .50 |
| Endicott, | 407 | 16 | 13 | 0 | 5 | 3 | 4 | 1 | 7 | 9 | 14 | 11 | 9 | 13 | 7 | 11 | 15 | 11 | 12 | 2 | .47 |
| Franklin, | 560 | 02 | 16 | 9 | 9 | 6 | 2 | 2 | 6 | 12 | 11 | 8 | 15 | 3 | 7 | 13 | 18 | 12 | 11 | 5 | .41 |
| Hancock, | 503 | 02 | 10 | 3 | 3 | 7 | 4 | 0 | 6 | 12 | 5 | 18 | 11 | 6 | 13 | 15 | 12 | 14 | 7 | 0 | .37 |
| Hawes, | 592 | 02 | 14 | 0 | 0 | 3 | 2 | 0 | 5 | 7 | 6 | 5 | 3 | 1 | 6 | 4 | 12 | 15 | 5 | 1 | .22 |
| Johnson, | 520 | 19 | 17 | 5 | 2 | 3 | 3 | 1 | 1 | 4 | 9 | 4 | 7 | 3 | 6 | 12 | 15 | 13 | 14 | 2 | .30 |
| Lyman, | 653 | 02 | 12 | 3 | 6 | 3 | 2 | 2 | 10 | 12 | 11 | 14 | 16 | 4 | 11 | 13 | 17 | 17 | 10 | 1 | .43 |
| Mather, | 554 | 02 | 15 | 0 | 1 | 5 | 4 | 0 | 8 | 4 | 7 | 5 | 11 | 5 | 17 | 7 | 14 | 12 | 3 | 4 | .31 |
| Mayhew, | 387 | 19 | 13 | 2 | 5 | 2 | 5 | 2 | 1 | 4 | 3 | 7 | 7 | 4 | 14 | 4 | 12 | 9 | 4 | 1 | .27 |
| Otis, | 461 | 02 | 12 | 2 | 2 | 1 | 4 | 0 | 4 | 3 | 9 | 7 | 7 | 3 | 9 | 7 | 8 | 14 | 13 | 2 | .32 |
| Phillips, | 384 | 02 | 18 | 7 | 4 | 4 | 6 | 3 | 5 | 4 | 9 | 8 | 12 | 2 | 15 | 14 | 16 | 13 | 0 | 3 | .37 |
| Wells, | 360 | 02 | 17 | 11 | 2 | 8 | 5 | 7 | 19 | 8 | 5 | 12 | 12 | 0 | 15 | 17 | 10 | 19 | 17 | 1 | .53 |
| Winthrop, | 478 | 02 | 19 | 1 | 3 | 1 | 4 | 4 | 10 | 8 | 5 | 12 | 11 | 3 | 15 | 3 | 15 | 3 | 10 | 1 | .34 |

Total number of the mistakes made in Spelling, Use of Capitals, Punctuation, and Grammar, in the written answers to the 1st, 12th, 15th and 16th questions in History.

| SCHOOLS. | Spelling. | Capitals. | Punctuation. | Grammar. | No. of Sentences. | No. of Words. |
|-----------|-----------|-----------|--------------|----------|-------------------|---------------|
| Adams, | 20 | 19 | 83 | 12 | 79 | 1312 |
| Bowdoin, | 5 | 7 | 37 | 0 | 97 | 1991 |
| Boylston, | 9 | 38 | 80 | 3 | 71 | 1735 |
| Brimmer, | 17 | 13 | 35 | 4 | 89 | 1540 |
| Dwight, | 13 | 43 | 58 | 7 | 97 | 1471 |
| Eliot, | 15 | 40 | 123 | 9 | 86 | 1704 |
| Endicott, | 8 | 7 | 38 | 3 | 73 | 1016 |
| Franklin, | 9 | 15 | 44 | 8 | 85 | 1063 |
| Hancock, | 3 | 15 | 36 | 3 | 82 | 1176 |
| Hawes, | 11 | 23 | 77 | 19 | 83 | 1649 |
| Johnson, | 4 | 13 | 65 | 7 | 89 | 1622 |
| Lyman, | 20 | 21 | 74 | 16 | 100 | 1752 |
| Mather, | 10 | 25 | 58 | 11 | 94 | 1398 |
| Mayhew, | 15 | 23 | 65 | 7 | 90 | 1406 |
| Otis, | 8 | 14 | 62 | 8 | 78 | 1176 |
| Phillips, | 22 | 22 | 69 | 17 | 89 | 1139 |
| Wells, | 12 | 20 | 114 | 6 | 99 | 1953 |
| Winthrop, | 7 | 18 | 52 | 8 | 83 | 1319 |

EXPLANATION.—It seemed useless to enumerate and record all the mistakes, of the kinds indicated in the table above, in all the written answers given in the examination. Four questions were therefore selected, to which answers were more uniformly given than to any other four, and the mistakes were carefully counted. The numbers of the sentences and of the words by which these answers were expressed, are carefully given, as approximating somewhat to affording a means of just comparison.

APPENDIX.

NOTE A.

THE Report referred to on page 10th, is a report which was accepted September 6th, 1847, presented by a Committee ordered "to consider and report what changes, if any, can be advantageously made in the system of instruction of our schools, in order to avoid any neglect of the lower classes by the Head Masters."

That Report was, in part, as follows:

That the amount and quality of the instruction now given in the different classes are extremely unequal, not so much from the neglect of the Head Masters as from an important defect in the system.

The attention of both of the Head Masters, in most of the schools where there are two Head Masters, is now almost exclusively given to the first class, often to the first division in that class. This is the almost necessary consequence of some of the regulations and usages of this Board. The sixteenth Section of Chapter IV. of the Rules, provides that the general examining Committee annually appointed, "shall visit all the schools for which they are appointed, and critically examine the pupils of the first class in *all the studies* prescribed by the Regulations for the first, second, and third classes, in order to ascertain the condition of the schools." The annual examinations are usually made in conformity with this Rule; that is, they are proper examinations of the first class only.

In the other examinations, a similar course is very likely to be pursued; and the Head Masters act naturally and reasonably, in giving special care to that part of their work which they know will be carefully examined. As a necessary consequence, the other classes usually receive very little attention from the Head Masters: in some cases it is well known that they receive almost none.

The number of pupils reported as belonging to all the Grammar Schools except the Smith School, on the 7th of June last, was 8191

Of these there belonged to the first class 1516, a little more than .18 of the whole number. There belonged to the first division of the first class, 635, about .077 of the whole number.

To this .18—in some instances to this .077—the greater part of the time and attention of both Head Masters is given;—an assignment enormously disproportioned to the numbers, and to the importance of the studies, of the first class.

The evil and injustice would not be so great, if all the pupils in the other classes were destined to reach the first class, and share, in their turn, in the instruction given to it. But a very large portion of the pupils never rise to the first class; a great majority never get beyond the second class. The best and most expensive instruction, therefore, never reaches a majority of all the pupils in the schools. This is a great disproportion and inequality, not to say injustice to them and to their parents.

The disproportion may be presented in figures. Leaving out of consideration the Lyman and the Dwight Schools, in which a different system exists, in the sixteen schools, where the ancient arrangement of two coördinate masters prevails, the salary of the Head Masters amounts to \$48,000, while the salary of all the other teachers amounts to \$29,700. The whole number of pupils in these sixteen schools in June last was 7088, of whom 1376 were in the first class, and 5712 in the lower classes. The proportion of the numbers in the first class in these sixteen schools is a little more than .19 of the whole. The instruction, therefore, of less than one fifth of the pupils in these schools costs the city \$48,000, while the instruction of the other four fifths costs \$29,700. That is, the instruction of 1376 pupils costs the City an average of \$34.88 each; while the instruction of the remaining 5712 costs only \$5.19 each, a disproportion of more than 6 to 1.

This statement must doubtless be qualified by the consideration that the government of the schools,—of every part of them,—rests upon the Head Masters, and that the respectability and excellence of a school depend, in a great degree, upon the character of the Head Master. But after making every reasonable deduction on this account, the disproportion still remains enormous.

Cannot this fault in the system be remedied, at least in some measure? We think it can; and we proceed to propose a remedy which we wish to see tried. We think the influence, for instruction and discipline, of the Head Masters, ought to be more equally diffused over the school. It ought to be made to reach, more effectively, to every part.

We think it would be better if only one master were made responsible for the general arrangement and discipline of the whole school, and, at the same time, for the whole instruction and discipline of the first class, or of the first and second classes. In some instances, he might, singly, or with little aid, give all the instruction required in the first class, inasmuch as, in several of the schools, the numbers in the first class are under 60. In most of the schools, however, they are considerably above this, and the most able teacher might need assistance. In such cases, as the reigns of government would be entirely in the hands of the master, the office of teaching, in a part of the studies, might be performed, as it is now, and that in the most effective and thorough manner, by females. We have no doubt that the business of teaching, in any branch of human knowledge, and with any class of children, may be as faithfully, wisely, and successfully managed by a female, as by a man. If it were not so, we should be obliged to consider that ordinance of Providence, whereby, through

the necessity of most men's being occupied with labor, the education of children, every where throughout the world, is mostly thrown upon females,—a fatal mistake.

In each of the schools a second master might be appointed, with the special charge of the government and instruction of the second, or of the third class, but subordinate, as to general principles of discipline, to the Head Master, so that one system of government might prevail throughout the school. In cases of difficulty, the Second Master, like all the other teachers, would refer to the Head Master. In his instruction, which should be subordinated to the instruction in the first class, he might be assisted by a female teacher.

The arrangement of the studies and instruction in the lower classes might be left, as heretofore, to the Head Master, acting under the advice of the Sub-Committees. The schools are too different in their materials to admit of the introduction of precisely the same course in all. Yet the Committee think that definiteness ought to be given to the objects aimed at in the different classes, by requiring certain things in each branch to be accomplished by each class.

In the case of masters to be hereafter appointed, and wherever no pledges in regard to salary have been given, the salary of Second Master might be \$1000. In consideration of the additional responsibility and duties of the Head Master, his salary should remain what it now is.

It should be the duty of the Head Master to superintend the admission of all children into his school, and to assign them their places, according to their several degrees of advancement, in the several classes. Or, if the first and second classes were assigned to one of the masters, and the third and fourth to the other, this duty should be imposed upon each master, for his own portion of the school. Such an arrangement, faithfully and carefully made, together with a requisition of something definite in all their studies, from each class, would tend to put an end to an evil which is now loudly complained of in many of the schools. It is, that children, after their promotion from the Primary Schools, sometimes remain apparently stationary for whole years in the lower classes in the Grammar Schools.

It should also be the duty of the Head Master to visit, from time to time, as often as once in every week, each of the classes in his school, to learn, from actual personal examination, how well and faithfully the several teachers perform their duties, and to ascertain, and, as far as possible, keep a knowledge of the condition and advancement of each pupil.

In a school for girls, a second master is unnecessary, as is sufficiently shown by the present condition of the very excellent Lyman School for girls, at East Boston, and the very high character and perfect success of the former High School for girls in this city.

In a school for boys, a second master may be necessary, inasmuch as, while a talent for teaching of the highest kind is very common in females, a corresponding talent for governing is comparatively rare.

We should therefore think it best, that whenever a head-mastership in any of the schools for girls shall become vacant, the entire manage-

ment of the school be committed to the remaining master, and the place of second teacher be filled by a competent female. But whenever a head-mastership in any school for boys shall become vacant, the Committee would recommend that the place be filled by a second master at a reduced salary.

We would not advise the disturbance of any of the relations which now subsist between the masters, much less would we advise the violation of any pledge which this Board has given. We would therefore not advise that the salary of any teacher now in the service of the City should be diminished, or that the respectability of his position be lessened. But there is not a college in the country where the dignity of the President would be in the least degree compromised by his taking charge of the instruction of the whole or a portion of the Freshman class or of any other class; and it is an important arrangement, in many good schools, for the Principal to take charge of all new comers, and to direct and personally carry on their instruction, until he has become acquainted with their character and capacity. We should therefore consider it no derogation from the dignity of any Head Master that his personal services should be given wherever they would be most valuable. And we would accordingly recommend,

That, in all the schools for one sex only, where there are two Head Masters, the whole or the principal part of the care and time of one of the Head Masters be hereafter given to the children not in the first class, and that he be made especially responsible for the instruction and discipline of the second or of the third class. In the arrangement of the schools, therefore, where they consist of two apartments, and are for one sex only, we would have the first and fourth classes in one room, under the immediate charge of the Head Master, or of one of the Head Masters, and the second and third classes in the other room, under the charge of the other Head Master, or of the Second Master; or we would have the first and second classes in one room, under the charge of the Head Master, or of one of the Head Masters, and the third and fourth classes in the other room, under the charge of the other master, or of a Second Master; and in schools for both sexes, we would have the boys placed under one master and the girls under the other;—the designation of the two masters, respectively, to these places, to be made by the Sub-Committee on the School.

NOTE B.

Referred to on Page 11, of the Report.

Extract from a Report on Reading Books, made by the Committee on Books, and accepted May 5, 1847.

BEFORE determining what books ought to be selected for the reading exercises in the Grammar Department of the schools, it is proper to consider what are the objects which ought to be accomplished by their means. Some of these are,

1. The training and management of the voice, to secure a distinct enunciation, a full utterance, a correct pronunciation, and whatever else is necessary to the mechanism of the art of reading ;
2. The presenting to the mind valuable information on important subjects, as materials for thought and action ;
3. The forming a vocabulary which will enable the learner afterwards to read with interest and satisfaction useful books ;
4. The formation of a correct taste ; and
5. The acquisition of a knowledge of the principles of Grammar or the laws of language.

These are certainly not all, but these are among the most important.

The first and the last of these, the art of reading and the study of grammar, or the art of parsing, do now receive much attention in our Grammar Schools, and are more or less perfectly attained. The first of these receives the consideration it deserves, and we see no occasion to ask or to expect any striking improvement in it. The books now in use are generally well adapted to furnish exercises in the art of reading. But they are made up of selections from writings almost exclusively literary. Most of them are what are properly called *fine* pieces. They do not furnish materials for a great variety of thought. They are not suited to supply the great want of every human being, considered as a resident on earth, the knowledge of the laws of his own nature, physically and in connection with other beings, and the facts and laws of the creation. By the facts and laws of creation we mean the facts of our physical structure, and, dependent thereon, the facts of our mental and moral nature ; the laws of the health, of the action and rest of the body, the mind and the spirit, and their mutual relations ; the laws of external nature which are always acting on our bodies, and through them on our whole being ; the agencies of the Universe, the great facts and laws of Light, Heat, Electricity, and Gravity, — the elementary principles of Chemistry, Natural Philosophy and Astronomy ; and those principles of common sense and experience which are the foundation of natural

and civil laws and rights, and the other general truths and facts which immediately affect man's well being, growth, character, and happiness.

These facts, at least some of the most important of these facts and laws—since they are the laws of the creation—should be made known to children at some time during their pupilage. If not learnt then, they will be likely never to be learnt ; and if the language, in which they must be clothed, is not taught then, the books in which these facts and laws are described and laid down will always, to most individuals, remain sealed books.

These are more important than the laws of language, or grammar, as they embrace, in an incomparably greater measure, our physical, mental, and moral life and well-being ; and yet, in our present scheme of studies, these are almost left out, and grammar reigns alone.

The furnishing a vocabulary of the leading terms used in extensive and valuable fields of thought, is a thing of very great importance in education. By it will be influenced, in a very considerable degree, the future reading of every individual. The meaning of words cannot be learnt from a dictionary alone. A person might know the definition of every word in a dictionary, and yet be almost completely ignorant of the language. Words must be learnt by their uses. They are learnt only in connexion with the things or ideas which they represent. During the process of education, children learn and are satisfied to learn slowly, laboriously, and thoughtfully. In this way they may readily be taught the leading words, that is, the elementary facts and ideas, of all the more considerable subjects of human thought and investigation. And when they have become familiar with a few of these words, the books containing them will ever after seem comparatively easy. After the days of elementary education are over, very few men are willing to submit to the labor and drudgery of learning elementary terms. Books containing them, they will not read. The recurrence of a few unknown or imperfectly known words produces such confusion of mind, such mistiness of thought, that the work is presently abandoned in disgust or despair, never to be resumed.

It is worth our while to examine the reading books used in our schools in this point of view, and in reference to the taste for reading which they are calculated to foster. They are really made up of admirable selections from all the most popular authors of the last and the present centuries. There are in them many eloquent and exquisite pieces, calculated to form what might at first seem the highest and most delicate taste, and to give exercises for the most rhetorical and impressive reading. But are they calculated to furnish the most wholesome and substantial food for the mind of persons about to engage in the serious and earnest labors and duties of responsible, every-day life? Have they not altogether a holiday aspect? Do they furnish the best materials for productive and elevating thought? Do they impart the information which the citizens of a Commonwealth ought to have? Will minds formed on them be likely to advance the highest interests of humanity? It is certainly a beautiful

thing to witness the effective and artistical reading which is formed upon such models, and which these selections are suited to form. But suppose a taste for such reading formed. Will it seek, for its gratification, the great works on science, on duty, on law; on right—or the high-wrought pictures of the drama and the enchanting scenes of fiction?

Some change then, your Committee think, should be made in the reading books, not immediate, but prospective and gradual, and leaving somewhat to the discretion of the masters.

They therefore recommend that for each class there should be in the Grammar department, two reading books—one for the art of reading and one for the arts of thinking, knowing, and living.

The Report then recommended the introduction of Wilmsen's "Children's Friend," and some work on the study of Physiology.

NOTE C.

Referred to on Page 37, of the Report.

A SUB-COMMITTEE, appointed on the 19th of May, 1847, and ordered "to consider and report what measures may be adopted to enable this Committee to discharge more effectually their various duties in reference to all the schools under their charge," made the following Report, on the 30th of August, 1847.

The Committee find, and every one who examines the matter will soon find, that there are many things which ought to be done by this Board, and which are essential to the economical administration and to the advancement of our system, which are not well done, and cannot easily be done, by the Board as it is now organized.

1. We are so much accustomed to the profuse liberality with which money is expended here for the cause of education, that we speak familiarly of the expenditure, for this purpose, of sums which, any where else in this country, and still more in any other, would be considered enormous. Where, for a period of ten years together, an average sum of \$20,000 or \$30,000 is expended annually, at the recommendation of this Board, in the erection and furnishing of school-houses, it becomes the duty of the Board to find the best, most commodious, and economical plans for school-houses for schools of all grades, and for their ventilation, warming, apparatus, seats, desks, and other furniture. This knowledge is not now, except by accident, possessed by the Board. This duty is not performed and cannot be. For although *it is* the duty of this Board to see that the money spent should be spent economically, that duty does not fall upon any one, more than upon each of the other twenty-six members of the Board. The responsibility is so subdivided that it is not felt to rest heavilv

upon any body. It is shared by the members of two other Boards, each individual of which feels it as lightly as we. Yet every one who has examined the subject is free to say, that a saving of five or six or even ten per cent. might be made to the city, if some one competent should be made responsible for this expenditure. In a country where it is essential to liberty and its institutions that schools should be universal, school architecture is one of the most important departments of the art; and in a city which is, and must continue to be, among the foremost in its liberality to schools, a knowledge of school architecture ought to be possessed in the highest degree by those citizens who have charge of this interest.

2. It is the duty of this Board to see that all the repairs which, from time to time, become necessary in the schools, should at once be made, and all needed supplies be immediately furnished. This duty the Board have taken no effectual measures to perform. In one of the best schools in town, a member earnestly desirous of doing his duty, found it impossible to furnish a map which was needed, without doing it at his own expense, or calling a meeting of this Board to get the power; and the same individual was obliged to wait many weeks before a blackboard, which was wanted, could be furnished,—to wait, indeed, until the school-house was about to be pulled down, to make way for a great improvement of the city;—and the blackboard, when made, was five times more expensive than was necessary.

3. This Board is bound to know, or some one in the Board ought always to know, what philosophical apparatus is necessary for each school, and to see that uniform apparatus be supplied to all the schools, and that it should be properly and economically made, and properly used, and kept in place and order. It is the good fortune of this Board, this year, for the first time, to possess this knowledge. The very next year, the whim of a ward meeting may deprive us of it.

4. A new school is about to be organized; and it is the duty of this Board to see that the work shall be done with the greatest economy of time, and with a due observance of territorial limits, and the rights of the new school and the old ones. In the last organization that took place, such regards were not very fully observed. The duty of the Board in this case is clear. Has it a right, in the performance of that duty, to order one of its members to leave his private business and duties, for the greater part of some days, perhaps weeks, without any equivalent for the loss of his time? Has it a right to expect a newly-appointed master from Vermont, or New York, perhaps, to enter extemporaneously into a knowledge of the territorial limits of the schools, and of the usages of the Board? Yet, without one or the other, or both, the Board, as now organized, cannot prevent a great loss of time to a great number of children. Ought there not to be some one, attached to the Board, familiar with the business, and who knows how it may best be done? At present, there is no one to see to the transfer of children from school to school, and from one set of schools to another. It is safe to say, for it is well known, that a vast deal of time is now wasted in nearly all the Grammar Schools, for want of proper supervision in this matter.

5. Vacancies are continually occurring in the various places of instruction in our schools. When vacancies occur in places of trust and emolument, where only material and pecuniary interests are at stake, the sagacity of thrift and self-interest usually leads presidents and directors to seek out suitable candidates, and invite them to the places; and a similar mode of proceeding has had a striking effect in building up the schools in some of the neighboring towns. We pursue a different course. We advertise; and, until recently, we obliged all candidates to canvass all the committee-men, — an operation so loathsome to both parties that it must have deterred many sensitive and modest persons from attempting it. Of late we do better. But we now expect seven of our number to give up half a day — perhaps a day and a half — whenever a single vacancy occurs. Have we, as a Board, a right to do this, instead of devising some more simple and effectual mode?

6. In most parts of this State, school libraries are established, and our noble Commonwealth, in its wise munificence and forecast, opens its treasury to encourage them. Our Board does nothing. We establish no library for master or pupil. We leave both to private liberality and private charity. We claim not our rights of the State. We profess to be friends of the teacher, and yet we leave him without a school library, and to sue in vain at the Public Libraries. Guardians of the purity of the children, and knowing the safeguard there is in a collection of well-selected books, we leave the moral and intellectual welfare of our charge to the proverbial delicacy and taste of the circulating library and the second-hand bookstore. Here seems to be a duty somewhere; but each one of us says, "I share this with twenty-five very good men, and the neglect of the twenty-sixth part of a duty is not a very heinous delinquency."

7. Whoever will go through all our schools will come out with the conviction that we have some of the most admirable, and some of the most wretched, any where to be found. There is scarcely a branch taught, which is not, in some of the schools, taught in a manner which deserves to be held up for the admiration and imitation of all instructors; and, in others, taught in a way which should be pointed out only to be avoided. Once a year, one, fated or fortunate individual, (rarely more,) gets a glimpse of those bright and happy heights and these gloomy depths. But the sight is overpowering. His nerves must be triply cased in oak or steel who shall venture a second look. The example and the warning are alike lost, or the report is made and forgotten. The teacher in Ward One knows not how skilfully and beautifully they draw maps in Pleasant street, or how charmingly they read in Derne street; in Ward Ten, it is not known how accurate and critical they become in M'Lean street; nor does the teacher on Broadway in South Boston know how exquisitely neat one may be in the schools amidst the clays of East Boston. This ought not so to be. There should be some one to know the most successful teaching in all the schools, and point it out for the benefit of all; and to aid, advise, and coöperate with any teacher who is pursuing, or attempting to pursue, a new plan, or a new part of a plan, of instruction or discipline.

8. In some of the schools, the evil of whispering has ceased, — it is entirely controlled; in others, the absences are reduced to the smallest per-centage; in others, the discipline is completely paternal. This success is sometimes owing to a happy, incommunicable peculiarity in an individual kindly and expressly constituted to enlighten and elevate children. But it is often true, that a most valuable result in management is the fruit of a device which any teacher, desirous of improvement, might easily learn. Ought there not to be some one who should see and know all these, and be able to point them out? If there were such a one, he might take a teacher whose deficiency he understood, and lead him to a friend who would help him to remove or supply it.

9. Cases of discipline occur where a teacher needs advice. He applies to his committee-man, whose opinion may be valuable, or it may be good for nothing. The advice would not be worthless if it were given by a person who had been applied to in twenty similar cases. Indeed, in regard to the whole subject of modes of instruction and discipline, there is a vast deal of experience of the greatest value, which is now almost entirely lost for want of some one to collect and record it. It is doubtless true that there are some teachers who would not respect or desire such a helper. But there are many young, modest, inquiring ones, who would; and we have means of judging, from pretty high authority, of the value of that wisdom which is “wise in its own conceit,” and of that which seeks security in counsellors.

10. As the Board is now constituted, most of the members come into it nearly ignorant of its duties and of the course of business in it, and, having remained long enough to understand them, grow weary, or find that a full and thorough performance of the duties makes too great a demand upon their time. Few, therefore, understand the working of the system, except in their own section of the city. The advice of such persons is of the greatest value; it is indispensable; yet even this is not sufficient to provide for the improvement of the system. So that there is now no one whose duty it is to see whether the best course of studies is pursued; to know what is doing in the best schools elsewhere; and the best ways of doing what is best, and to suggest desirable improvements.

11. There is now no one to see whether the schools are adapted to the population, and whether all classes of the children are brought into them.

12. Many children are now excluded by want of the means to furnish themselves with the books required; and all pay a much larger price for poorly made and poorly bound books than they ought to pay for good ones. We shall have to do something to remedy both these evils. And if we determine to do something, how shall we do it? It is obvious that some one individual or some small Board must be charged with the work and the responsibility.

13. There is now no one in the Board whose duty it is to see that all the business which should be brought before the meetings of the Board is brought forward. The Chairman has too many and too onerous duties of other kinds; so has the Secretary; both of them holding other offices which are sufficient to occupy all their time. The

consequence necessarily is, that important business is often omitted or injuriously postponed, and that there is frequently a most inconvenient and embarrassing interference of business.

14. Situated as this City now is in reference to the interests of education in all parts of the country, we have no right to confine our views to ourselves. We must be willing to contribute our experience to the common fund; and it is not unwise or arrogant in us to endeavor to do this well. But there is now no provision made by us for collecting documents in regard to our own schools and other schools, and communicating information respecting them; there is no one to whom a stranger could be referred, with a certainty that he would obtain the most satisfactory information in regard to the working of a system, which, perfected as it may be, and is destined to be, must become the organ of incalculable good wherever free institutions are to be based upon universal intelligence and education.

15. Our organization, now, is that of a deliberative, not that of an executive body. Yet our duty is eminently executive. Ample provision is made for the performance of our deliberative functions; equally effectual provision ought to be made for our executive.

16. An annual examination of the schools has recently taken place, in which a portion of your Committee assisted. It is known to all the Board how exceedingly laborious the duty of examining the schools has become, and what a severe draught it makes upon the time of the examiners. Long and laborious as it is, the examination is far less minute and thorough than it should be. It is the duty of the Board to examine the schools. A thorough and frequent examination is essential to their welfare. This duty they do not now sufficiently perform. As now constituted and organized, they cannot perform it as it should be performed, without requiring of individuals who have the duties of a profession to discharge, a sacrifice of time and an amount of unpaid labor which it is an absolute injustice to require.

To recapitulate our duties and wants in few words:—

There is now no one whose duty it is to find the best and most economical plans for school-houses, their ventilation and warming, and their apparatus, seats, desks and other furniture.

There is no one to look out for the best teacher, when a vacancy occurs, or in preparation for a vacancy.

There is no one to find out what is the most successful teaching in all the schools, and to point it out for the benefit of all; or to aid, advise or coöperate with any teacher who is pursuing, or who may wish to pursue, an improved but untried plan of instruction and discipline.

There is no one to make, from the wisdom of the most experienced, suggestions to those who are aiming at perfection; to know, by comparison, the deficiencies of teachers, and to point out the means of supplying them.

There is no one to see that proper and sufficient philosophical apparatus is supplied, and that it is properly and economically made, used and kept.

There is no one whose special duty it is to see whether the best course of studies is pursued, or to suggest improvements from the experience of the best schools elsewhere.

There is no one to see whether the schools are adapted to the population, and all classes of children brought into them.

There is no one to see that repairs are immediately made and supplies furnished, when necessary.

There is no one to see that all important business is duly brought before the meetings of the Board.

There is no one to supervise the transfer of children from School to School and from one set of schools to another.

There is no one to oversee the organization of new schools.

There is no one to collect documents appertaining to the Boston and other analogous schools, and to give full information in regard to them.

There is no one to instruct strangers in regard to them.

There is no one to say what libraries should be in the schools, for teachers or pupils.

There is now no individual or body to exercise the complete supervision of the schools which is needed, or to examine them as thoroughly as they require.

The Committee are unanimous in their conviction of the existence of these duties, and the importance of devising some means of performing them. Such, they agree, do not now exist. They differ as to the form in which the remedy for our deficiencies should be presented. A part of the Committee think that *we should give to the Board additional unity, harmony, energy, and efficiency, by the appointment of a single, responsible, executive officer, who should be the organ of the Board.*

Part of the Committee think that *the same desirable end would be secured either by having three or more responsible persons to act as the executive arm of the Board, or by having a part or the whole of the School Committee paid for their services*; the number of the School Committee, if necessary, being reduced.

NOTE D.

SEE pages 113 and 114 of Note A.—Note D. should have been referred to on page 39 of the Report; as it was intended to give a list of the works which were thought by the Teachers and by the Committee, most desirable to constitute a Library for reference. Some of these are the following, viz: Encyclopedia Americana; Anthon's Classical Dictionary; Baldwin's Universal Pronouncing Gazetteer; Brande's Encyclopedia of Science, Literature, and Art; Leverett's Latin Lexicon; Johnson's large English Dictionary; Worcester's large English

Dictionary; Fiske's Manual of Classical Literature; Black's School Atlas; Pickering's or Donnegan's Greek Lexicon; McCulloch's Universal Gazetteer; McCulloch's Commercial Dictionary; Fleming and Tibbins' French and English Dictionary; Barretti's Italian and English Dictionary; Flugel's German Dictionary; Spanish Dictionary; Graham's English Synonymes; The London Encyclopedia, of 1845; Ure's Dictionary of Arts and Sciences; The Penny Cyclopaedia; Butler's Atlas of Antient Geography; Smith's Dictionary of Greek and Roman Antiquities; or School Edition of the same; Glossary of Architecture; Gorton's Biographical Dictionary; Revised Statutes of Massachusetts; Cleveland's Compendium of English Literature; Chambers' Encyclopedia of English Literature; Hayward's Physiology; Combe's Physiology; Lyell's Elements of Geology; Alger's Mineralogy; Gray's Botany; Herschell's Astronomy; Gould's Report on the Invertebrata of Massachusetts; Harris's Report on the Insects; Storer's Report on Fishes and Reptiles; Peabody's Report on the Birds of Massachusetts; Rush on the Voice; Abbott's Teacher; Page's Theory and Practice of Teaching; Maps published by the Society for the Diffusion of Useful Knowledge.

REPORT OF THE COMMITTEE

APPOINTED TO MAKE THE

ANNUAL EXAMINATION

OF THE

WRITING SCHOOLS.

CITY OF BOSTON.

In School Committee, May 19, 1847.

Ordered, That Messrs. Wightman, F. Emerson, and G. W. Bosworth, be a Committee to make the Annual Examination of the Writing Schools, and report thereon.

Attest, S. F. McCLEARY, *Secretary.*

REPORT.

THE Committee, appointed to make the Annual Examination of the Writing Department of the Grammar Schools, respectfully present to the Board, the following

R E P O R T :

In consequence of the vacations and holidays occurring at this season, and the delay in the appointment of the Committee, they were unable to make their arrangements, and commence the examination, until the 8th of July. It became necessary, therefore, to make such arrangements in conducting the examination, as would facilitate the matter as much as possible. In doing this, the Committee were gratified to find, that the operation of their plans was attended with advantages, which they did not at first contemplate.

As their examination with written questions differs in some respects from the course heretofore pursued, the Committee will briefly state their manner of proceeding.

First—The nineteen Schools were arranged into seven

districts, each district containing from two to three Schools nearest to each other.

Second—As the examining Committee consisted of but three members, and it was desirable to have all of the seven districts visited simultaneously, four other members of the Board* were requested, and kindly consented, to assist the Committee in presenting the written questions to the Schools.

Third—Specific hours were appointed, and notices, of the time at which the examination of a School would commence, were sent to each of the Masters, and Visiting Committee, together with a copy of the following

“ R U L E S

To be observed, at the Annual Examination of the Writing Department of the Grammar Schools.

1. The masters will have the pupils ready to commence promptly at the time notified.

2. They may present for examination, any number of their first class, which they think proper.

3. If the School is composed of both sexes, the first classes of each, will be arranged in the writing room, and examined at the same time.

4. The masters will arrange the pupils at alternate desks, if practicable.

5. The pupils will be allowed one hour to write the answers to the questions.

6. They may use their slates, and copy the answers from their slates, if they choose.

7. No communications to be allowed between the pupils, while answering the questions.”

* Rev. Amos Smith, James H. Barnes, Daniel Simpson, Esqrs. and Rev. Theodore D. Cook.

Fourth—All the questions for written answers, were printed upon *ruled* paper, and at the head of each sheet was a definite place for the name of the school, and the name and age of the pupil.

Fifth—The times appointed to commence the examination of the several schools in a district, were as follows: of the first school, was eight o'clock; second, quarter past nine; and the third, half past ten. In cases where the distance between the schools was considerable, the time was varied to make it convenient for the Committee.

These preliminaries having been made, at the hour appointed in the notices, each member of the Committee presented the written questions to the first school of his district, and after waiting one hour for the pupils to write their answers, he then proceeded to the next in order, and in the same manner to the third. By this arrangement, all of the schools were examined with the written questions upon Natural Philosophy, between the hours of eight and twelve of one day, and on the succeeding day, at the same hours, all of the schools were examined with the written questions upon Arithmetic.

Some of the advantages resulting from this method were, that all of the schools were examined in the most favorable part of the day; the rules for the examination were uniform in all of the schools; and from the pupils being in the habit of writing upon ruled paper, similar to that upon which the questions were printed, their attention was less likely to be withdrawn from the subject of the question, than it might have been from the irregularity of their writing upon paper having no lines to guide them. A definite place for the name of the school, and the name and age of the pupil, although apparently of slight importance, undoubtedly prevented

some embarrassment to the pupil, and certainly proved quite a convenience to the Committee in making up the results of their examination.

In the matters which have been alluded to, and in their examination in all its details, the Committee have felt an earnest desire to make every thing as plain and simple as possible, consistently with their duties, and by uniformity and impartiality, to obtain and present to the Board, as just and correct views of the several schools, as their limited time would permit.

The studies examined in the Writing Schools with written questions were, Arithmetic and Natural Philosophy; the results of which are given in the tables accompanying this Report. The general plan of these tables is that adopted at the two previous examinations, with the exception, that in those schools attended by both sexes, the answers of the boys and of the girls are given in separate tables. Some of the reasons for this, are obvious, as in all comparisons, the elements should be as similar as possible; for, although it is exceedingly difficult to arrive at any determinate results, owing to the peculiar circumstances and locality of the schools, it certainly simplifies the matter in some degree, to have the tables of the boys', girls', and mixed schools, so that any one of them may be compared with another of a similar order, or class; for, it should be borne in mind, that the perceptive faculties are earlier developed and matured in the one sex than the other, and, that a just result can only be obtained by a comparison of girls with girls, and boys with boys.

In addition to the written questions proposed, several hours were devoted to the oral examination of each of the schools, upon the subjects of Arithmetic, Natural Philosophy, Algebra, and Book-keeping. In general, these

examinations were very satisfactory ; for although there was a marked difference among the schools, yet those studies which had been professedly attended to, were usually well understood, and in some of the schools, the pupils were remarkably proficient, and prompt in their answers.

The Committee cannot refrain from expressing their gratification, at the large per-centage of correct answers to the questions proposed ; particularly in those upon Natural Philosophy, which is a subject so technical in its character, that much of the result must be attributed to faithful oral instruction, on the part of the teachers. It is also worthy of mention, that the per-centage would have been much larger in several of the schools, if the pupils had not been misled by their text-books. The bad policy of allowing several text-books upon this subject, was very apparent, and rendered the preparation of the questions more embarrassing to the Committee. The method of arrangement, terms of expression, and the prominence given to principles and facts, are very different in different books, and the answers given to the 10th question in some, and to the 17th in other schools, were generally incorrect, from the inaccuracy or obscurity of the text-books.

From the experience derived from the present examination, the Committee would suggest for the consideration of the Board, the propriety of making a division in the study of Natural Philosophy, so that only a portion should be required of the pupils in one year, instead of the whole, as at present. The subject could be divided, so as to include Laws of Motion, Mechanics, Hydraulics, Hydrostatics and Pneumatics, for the first year ; Electricity, Magnetism, Meteorology, Acoustics, and Optics, for the second year ; and reserve Astronomy for those who remain a third year in the first class.

If it was understood, that the written questions to be presented at the annual examination would be confined within the range of studies for the year, the Committee could more easily prepare a series of questions, and require a more critical knowledge of the application of principles, than can possibly be expected under the present method; for it is absurd to suppose, that the limited number of lessons on this subject, in one year, can give any pupil, a rational view of one half of the matters taught in a text-book containing three hundred pages, and comprising several thousand questions. And yet, by the present arrangement, the examining Committee have no alternative; they must act upon the preposterous idea, of endeavoring to embrace, in about twenty questions, the whole of this vast field, without, on the one hand, presenting those which are too simple or prominent in the book, or on the other, those which are beyond the depth we should presume to sound, with any hope or prospect of success.

This is one, of several matters, to which the Committee wish to direct the attention of the Board. The Annual Reports have been generally productive of a variety of suggestions, and recommendations with regard to the organization of the Schools; and in adding to this catalogue, the Committee have no other desire, than to discharge their duty faithfully to the Board, and to the Schools.

Notwithstanding experiment has followed experiment in rapid succession, and the improvement of our School system has been the subject of almost innumerable essays, reports, and arguments, it is very generally conceded that the system is far from being perfect or complete. Change is the universal law of Nature, and experience has shown that our Schools are not exempt from its influence; for if every change had been an improvement, per-

fection would long since have been the result. That many experiments have been successful, and improvements been effected, is self evident to every candid observer. The standard of education in our Schools has been elevated to a rank more consonant with the growth and enterprise of a young, and prosperous Republic; we have introduced the studies of the Colleges, and highest Seminaries of learning, into our Grammar Schools; we give to the child of the poorest foreigner, a chance for an education which will vie with that of the most liberally endowed Academies; no College is required to improve his education, after he has successfully graduated at our Latin, and High Schools.

All this is truly noble; it is worthy of our City, it is worthy of our Republic. But let us be careful that we do not foster exotic flowers, to the exclusion of the grain necessary to our existence. Let us not be so dazzled with the superstructure, as to lose sight of the defects in the foundation. Our School system is admirable, and beautiful in some parts, but it is defective in others. It is a fabric, the elements of which are perfect, but the beauty and design are marred from a want of symmetry and proportion.

Universal education is the key-stone of our social arch, which binds and holds fast the elements of liberty; it is our dependence for the durability and success of our republican institutions; and to aid and cherish this vital principle of our political existence, should continue to be, as it ever has been, the pride, and glory of our citizens. But it should be remembered, that universal education should be based upon that which is practical, and useful—that, so far as regards our Common Schools, education is useful, just in proportion as it tends to promote the happiness, and aid the pursuits and wants, of the mass of our population.

It is well known, that of the children who are sent to our Grammar Schools, but a very small proportion ever enter the first class, while the proportion of those who do not rise above the lowest two classes is very large. A knowledge of this fact, requires particular action on the part of the Board; for, a due regard to the utility and welfare of the Schools which are intrusted to our care, renders it our duty as well as privilege, to guard with eagle eye its various interests—to seek to correct error—to sustain and strengthen that which is *right*.

The legislation of the School Committee, has been mainly directed to the first classes; new books and new studies have been introduced, by special vote and permission, until the Catalogue is startling from the variety and number; were the number as great as they now are, but more equitably distributed among the different classes, they might not be objectionable; but when every addition which is made is crowded into the *first* classes—when elevating the standard of our Schools, ostensibly consists in forcing the first classes only—when education in one part of the School, may be compared to the stunted vegetation of the sterile regions of the North, and in the other, to the rank growth of the Tropics, it is well for us to pause, and inquire how far this is due to partial legislation, and endeavor to apply an effectual remedy.

We may complain of masters directing their constant efforts to their first classes, to the neglect of the others—of their teaching words, without the sense—of their not explaining principles sufficiently—and confining to a few that attention which they should give to the many. But before we censure the teacher, let us ask ourselves, whether these are not the natural results of our own legislation? As the legal guardians of the

Schools, are our requirements just and reasonable? When we define the studies for the Schools, do we take into consideration the time which each requires?—when we vote that a new study, or book shall be introduced, have we always a due regard to what is already there—or do we ask whether there is any *vacant* time, or whether its introduction can only be attained by the exclusion or neglect of other studies, equally, if not more important? If we do not act with reference to these questions, if we continue to demand an unreasonable amount of instruction in a given time, we must submit to one of two alternatives; either the master must continue to devote an undue attention to the first classes, or their education must be vague, superficial and unsatisfactory.

That the masters labor faithfully, the Committee consider unquestionable, but that they labor to great disadvantage is equally true; their ambition is excited and spurred on continually by our demands, and but few of them now confine their instruction to the regular school hours. In several instances, complaints have been made to the sub-committees by parents, that the health of their children suffered from the constant excitement of the mental powers, arising from the extra hours of study preventing the necessary relaxation. It is true, that the master does not *demand* this extra duty; but the intelligent, ambitious pupils of the first class, aware of the many cares and interruptions to which the master is subject during school hours, *volunteer* to remain, from half an hour to two hours, that the master may be able to attend to their recitations, which are necessary to secure the rank of their school, and sustain the credit of their teacher in this Board. The nature of boys may perhaps permit this course to be practised with impunity so far as health is concerned; but for girls, the regular hours

are quite sufficient, and are all that should be allowed to the duties of the school room. What cannot be learned in those hours should be excluded.

With regard to the studies of Algebra and Geometry in the Writing Schools, the Committee would express their decided convictions that they should be discontinued, as interfering with other studies of more importance. But very few require these studies after leaving School, and for those who may require or wish to pursue them, the English High School affords all necessary facilities.

It is evident, from former reports, and the present examination, that more time should be devoted to Penmanship than is now usual in the Schools. Penmanship is not only important in itself, but has a peculiar value as a means of attaining correct orthography. The *eye* requires education, as well as the *ear*; and the habit of writing lessons from good authors, in Schools, would do more to impress the principles of correct language and expression upon the minds of the pupils than would at first seem possible. It would also tend to eradicate from our Schools the barbarous spelling, which teems upon the pages of the written answers, at each annual examination.

The Penmanship in some of the Schools is beautiful—free and flowing; in others ordinary, stiff, and careless. In the former, orthography is almost universally correct, while as regards the latter, we can only say, that the orthography is, generally, in good keeping with the Penmanship.

Book-Keeping is also an important study, and a simple form should be universally taught in the *second* as well as the *first* classes. A knowledge of it is practically useful, and should be possessed by every boy before he leaves School.

Arithmetic is too well taught and understood in all the Schools, to require comment; but the Committee would suggest the restoration of the discarded "Ciphering Book," as being useful in the practice of writing, and in fixing the "rules" more readily and permanently in the mind. If to the foregoing studies for the higher classes, that of Natural Philosophy be added upon the plan, recommended in a former part of this report, the time will be fully, and we believe advantageously occupied.

In the Grammar department of many of the Schools, it is usual to have compositions upon various subjects written, and read by the pupils. This is an excellent exercise, both in penmanship and language, and worthy of encouragement. The want of facilities for writing, in this department, probably prevents its more extensive adoption. There is, however, no difficulty from this cause, in those Schools in which the pupils are under one instructor, and in the same room; which is a plan that has been recently adopted in the arrangement of several of the Schools. However the majority of the Board may regard the merits of this system of instruction, so far as the *whole* School is concerned, the Committee are of opinion, that it is admirably adapted to all the *third* and *fourth* classes of the Schools.

The inconsistency of confining children for three consecutive hours to *oral* Arithmetic, varied only with an occasional *copy*, frequently on a slip of paper or a slate, must have been manifest to every member of this Board, whenever he has undertaken an examination of these classes in the Writing Schools. Were this for a short time only, it might be endurable; but it is frequently the case, that pupils are obliged to submit to this monotonous, unvaried drilling, for three, and sometimes, (if backward,)

even four years of their school life. Much of the time thus spent is worse than useless, because, the child's natural energy and interest are paralysed for want of variety; he becomes wearied and disgusted with school at the outset, and every absence is an "oasis" too tempting to be resisted, sometimes, even at the risk of punishment for truancy.

If writing was practised in these classes also, much more than it is, the advantages would soon be evident. Writing is a very pleasing exercise to children, but in Schools, to render it useful and improving, it should always be done in *books*, with *pen* and *ink*; and as each book is filled up, it should be formally sent home to the parents by the master or teacher. By this course, an importance would be attached to this branch of instruction, which is much needed; and which the practice of writing upon slates, or sheets of paper, to be destroyed as soon as completed, must tend to defeat, and make a child careless in his efforts.

The system of having all branches taught by one Master, appears to be well adapted to correct the errors we have noticed, by permitting a more agreeable division of studies, for different portions of the day. From the favorable results experienced in those Schools already in operation upon this plan, the Committee believe that the system will prove successful, and be found so advantageous, as to be gradually adopted in all of the Schools. With this view they would recommend, that as vacancies occur in our schools, the choice should be offered to the remaining Master, either to have the entire charge of one portion of the School in all of the studies, or to have a Master elected to fill the vacancy in the department. In suggesting this course, the Committee have regard to the feelings and services of some of those long tried

public teachers, of whom the Board have much reason to be proud, both in respect to their efforts, and the high character of their schools ; and they believe that in some cases it would be far more agreeable to a teacher, who has been deprived of his companion in labor, with whom he has been associated for years, to take the sole charge of one part of the school, than to be yoked by *our* election, with one, whose feelings on government, discipline, and teaching, are different from his own. By the adoption of this suggestion, the change would be more gradual, (which in experiments is advisable,) but not less effectual.

While upon the studies and organization of the Schools, the Committee will take the opportunity to allude to that anomalous feature in our School system, of teaching precisely the same studies to both boys and girls, without regard to the difference in their constitution and physical strength, or, the adaptation of the studies to their peculiar positions in life. Their habits, pursuits, and duties, are clearly defined and fixed, by the immutable law of Creative Wisdom ; and so far as we base our system of education upon these laws, we shall be successful ; but all our efforts which are not in conformity with these laws, must sooner or later end in defeat.

We assume these propositions as self evident : that a school for *boys* should comprehend those studies which will be most useful to them as *men* ; and, that a school for *girls* should comprehend those studies which will be most useful to them as *women*. As regards the former, our practice is in close approximation with the principle ; but as regards the latter, our system is most grievously in fault. The errors which now exist, have grown gradually and almost imperceptibly around it. It is not

many years, since the public education of the girls was commenced; the time they were allowed to attend school, was short, and their studies were confined to a few simple branches. This system allowed sufficient time for exercise, and *home* education; but as the standard of the schools was advanced, other studies were added, and the time for remaining at school was extended; and it continued to be increased until, at the present time, the girls are allowed to, and many do remain at school, until they are seventeen years of age. Of the education which they receive during this long School term, how much is practically useful to them afterwards, is a question worthy of our highest consideration. That some of the studies in our Schools are of a general character, and equally adapted to both sexes, is true; but other studies are too extensive and diffuse. Many portions of Arithmetic, and the whole of Algebra, are as unnecessary to female education in our Grammar schools, as would be the science of Engineering, or a course of Law studies.

The Committee are perfectly aware of the merits of Mathematics as a means of mental discipline, and in certain cases, would rank it, for this purpose, as high as it justly deserves; but in this instance, they conceive that the sacrifice is too great for the benefits, or end to be accomplished. The minds of girls are peculiarly sensitive—their nervous system is easily excited,—and Mathematics, except in a simple form, is too abstruse to be generally introduced, without making drafts upon their health and constitution, which can, and ought to, be avoided. Mental discipline is necessary; but to be useful, should never be carried to excess, nor beyond the object to be attained. Every study—every lesson—learned in our Schools, are lessons in mental discipline; and so sufficient are these for the purpose, that

no study, objectionable in other respects, need be retained simply on the ground of the mental discipline it affords.

In the ambition to elevate the standard of our Schools, a fictitious value has been given to certain studies, which should always be avoided ; nor can we be too careful, or investigate too closely, the claims of particular studies to preëminence in our Schools. The practical adaptation of all studies to the wants of the pupils, should always be the primary consideration, and excellence in these, should be the great end to be attained. If a higher class of studies is required for a portion of the girls, to qualify them for teachers, or other peculiar duties, the Committee are of opinion that a High School, similar in rank to that for boys, but adapted to female education, should be established, to which might be transferred some of the studies now pursued in the Grammar Schools.

It may possibly appear, that the course now advocated, would tend to degrade the rank and character of the schools ; but it is *only* in appearance, for the studies, although reduced in number, would be more thoroughly taught ; besides, there are other branches of education of high importance, which should be introduced into the Girls' Schools.

Literary excellence is not the *only* object in life, and therefore should not be the sole object of our teaching. We are not to regard education in a limited sense, or as confined to the precincts of the school-room ; but, how far it conduces to the happiness of the individual, and the well-being of society. A high moral tone in our Schools, is immeasurably beyond literary excellence ; but, in a great degree is incompatible with the present crowded state of the studies. It is worthy of remark, that

the advance in the rank of studies in the Schools, has not produced a corresponding moral elevation in the community. It is possible we may find a cause for this, in our system of education. The virtue and domestic influence of our *women* are the bulwark and safeguard of the integrity of the *men*,—unless the former are brought up in industrious habits, it is vain to expect high principles to govern the other sex. The loose manner of conducting business—of meeting pecuniary obligations—of living beyond the means; the numerous failures in business, not due to misfortune, but to extravagant family expenses, and entire disregard of the dictates of prudence—are among the wide-spread evils of the present age; and yet we feel compelled to assert, that a large proportion of *all* these, may be traced to the education, not of the boys, but of the girls. How important therefore is it, that the education of our girls, should be of such a nature as to check this growing evil.

The principal aid to be relied upon to do this, is our Girls' Schools—there, they must be taught habits of industry and economy, as essential to the faithful performance of the higher duties of life. As one means to accomplish this, let *plain sewing* be taught and practiced in all of the classes in the school—let prizes be awarded for it—let an importance and high rank be given to it in *our* estimation, and in a short time, the ambition of the pupils will be, to excel in this most legitimate of female avocations. Its practice will relieve the tediousness of mental exercise in school, and its effect will be, to render *home* the abode of comfort and happiness, from the industry, order, and neatness which will pervade it.

It may be supposed, that we are arguing upon false premises in this matter; that of the girls belonging to our Public Schools, there are but very few who do not

understand plain needlework, and that all who do not, can be taught at home. That there are many who are blessed with mothers to instruct and encourage them, we know—but even among many of these, a lesson in Geography, Grammar, or Arithmetic, is too often suffered to consume the time at home, which ought to be devoted to household duties. This is a fault of the parent, but it is more especially that of the School System, which places a higher value upon a *literary*, than on a *domestic* education. To correct this error—to give it a high degree of popular favor—to enhance its value in the estimation of the lower classes, would be sufficient reasons, in the absence of other considerations, for retaining it as a branch of education in *all* the classes.

In support of the great and manifest necessity of plain sewing being taught in our schools, the Committee would mention the fact, that there are now in operation in different sections of the City, two Schools, which were established several years since, under the auspices of an association of benevolent ladies, for the sole purpose of teaching plain needle-work; and such is the desire and need felt for this instruction, that these Schools, although large, and attended by many teachers, are entirely inadequate to meet the demands for admission, of those children, who voluntarily yield their play hours on Wednesday and Saturday afternoons, to avail themselves of that instruction, so essential to their comfort and happiness. Hundreds of children have been refused admission, because there were no teachers to take charge of them; and at the present moment, there are hundreds, if not thousands, of poor families, whose children attend our Public Schools, and yet, from the incompetency of the mother, or her inability to spare the necessary time from her daily labor, to teach her daugh-

ters, they are, amid all the advantages of free education in our City Schools, deficient in *one* of the branches most essential to their virtue and success in life.

That there are difficulties in the way of its introduction, the Committee are aware; but that they may be easily surmounted they confidently believe. There are Female teachers already in our schools, fully competent to, and who would gladly aid in, this work, if time was allowed. The Committee will also add, that it has been already introduced into some of the highest and best schools in the Country. At a recent exhibition of the pupils of the "Rutgers Female Institute" in New York City, no less than *sixteen* prizes were awarded for *plain needle-work*. Let not such an example be lost upon *us*; but, let us immediately take into consideration, the vast importance of the subject, and, by a convention of the teachers of our Public Schools, united with a Committee of this Board, let the whole matter of studies, and the organization of our schools, be *revised* in conformity with the principles of *practical* experience and utility.

Under the present organization of our Schools, there are three essentially different plans in operation. In some Schools—boys or girls only, attend in one School building, in which are two departments, under two separate and independent Masters. All of the classes in the School are divided into *two* sections, which alternately attend the Grammar department, one half of the day; and the Writing department the other half. In the second, or "Mixed Schools," the plan of Masters and the arrangement are the same as the former, with this exception, that instead of portions of the classes being, alternately in each department, the line of demarcation is drawn between the boys and girls, so that while the former are attending in one department, the latter are

attending in the other. The third system has been more recently introduced, and its distinguishing features are, the instruction of each sex in *separate* Schools—the pupils constantly attending in the same room—and under the same instructors, who teach all the branches of the Grammar and Writing departments.

It is not our intention to enter into a discussion of the various merits of these several systems, which are too familiar to the Board to require it in this Report; and because, in alluding to the necessity of an adaptation of studies to the peculiarities of the sexes, the views of the Committee have been already expressed in favor of separate schools. To prevent any misapprehension, however, they wish to state explicitly, that their objections to a “Mixed School” are exclusively on the ground of studies, government, and discipline; which *they* believe, should be so essentially distinct in character, as to be incompatible in the same school, or, under the same teachers.

The principal argument in favor of a “Mixed School” arises from the great convenience it affords, of having all the children of one family attend the same school. The mutual charge also, which the children can thus have of each other, is a great relief to the anxiety of parents; and it certainly appears preferable to being obliged to send them to different schools, situated often at a considerable distance from each other, and in opposite directions. The plan of separate Schools retains this agreeable feature, and if generally adopted—if *all* of our School-houses were so divided as to allow of a School for each sex, similar to the arrangement now in operation at the Lyman School—it would be a source of high gratification to our citizens, whose complaint now is that the schools are too far distant from each other.

The “practical adaptation” of studies, involves the necessity that our teachers also should be selected in accordance with this principle. So far as *girls* are concerned, the Board have very judiciously employed Female Assistants, who are endowed by nature with peculiar qualifications for this duty. Their feelings, their sympathies, and their habits, are all in harmony with those of their pupils. But the same reasons which render this arrangement admirable for *girls*, are equally cogent *against* the propriety of Female teachers for *boys*. We may safely take as our guide in this matter, the domestic relations of a well regulated family. For a *few* years, the management of both the girls and boys is principally vested in the mother; but, after a certain age, the boys require the special government of the father, while the girls always remain in the mother’s charge. This is the natural arrangement, and experience has proved it to be correct. Until a boy is seven or eight years of age, *female* government is usually sufficient; but after that period, it is attended with inherent difficulties and objections—the masculine energy and will of the sex begin to be developed, and they require that firm, vigorous, and prompt guidance, which only a *man* can properly exercise. That this is true, we need only refer to the constant interruptions to which the master is subject, arising from the necessity and calls for his interference, in sustaining the discipline of the classes under the *female* teachers. The Committee do not deem it necessary to enlarge upon this subject, but simply to state as their conviction, that in our Grammar schools, *Boys* should be educated only by *Men*.

In relation to the bestowing of Medals for excellence in scholarship, your Committee believe, that however cogent the arguments for their abolishment may appear, yet, that

an analysis of their tendency for either good or evil, may be safely made; and perhaps may prove, that the evil effects which are said to surround them may be traced, not to the Medals, but to the manner in which they have been awarded.

That evils may have existed which appeared of sufficient magnitude, to some minds, to require the abolishing of the Medals, is true; but because a worthy object has been encompassed in error, is it a sufficient reason for its destruction? Because the roof of our house lets in the storm of wind and rain, is it prudent to burn it, and thus destroy all shelter from the winter's blast? Because our Medals have *sometimes* been the occasion of heartburning and disappointment, it does not follow, that by removing *them* we can prevent the feeling.

Medals and rewards are simply the evidences of approbation, and whether the evidence of approbation consists in an act, in a word, or in a Medal of silver, or gold, the effect upon the unsuccessful will be the same. We may take away the Medals, and with them take away a powerful incentive to application and perseverance; but until we can abrogate the Laws of Nature, and suppress all visible approbation by *word* or *look*, the evils and effects complained of, will continue to exist.

The Committee will only advert to a few of the ill effects upon the Schools, which in their judgment will be likely to result from adhering to the late vote of the Board upon this subject. One difficulty arises from the need of some particular inducement to remain in school for certain periods, or to the end of the terms; without which, the First classes will be liable to be much broken up, their numbers become uncertain, and their attendance irregular. Our Annual Examinations, also, as at present conducted, are very trying to the pupils, and

without some strong encouragement, many will absent themselves at this time, rather than be subjected to the excitement of this searching ordeal. If we are to continue to judge of the progress and rank of our schools by the statistics of these Examinations, we shall, from the staying away of a portion of the best pupils, be liable to be misled as regards the result, and do great injustice to the school and the success of the teacher. The influence of this feeling was evident in some of the Girls' Schools at *this* Examination, and the Committee have reasons for believing, that it will continue to increase, unless checked by some action of the Board.

Another argument in favor of the Medals, may be based upon their effect on public feeling. It is always dangerous to prejudice or destroy the *eclat* which usually surrounds, and in part sustains, all popular institutions. It is too true that the spirit of the age does not tend to retain old landmarks — that the associations of by-gone days are being swept away with fearful rapidity—but it is not the less true, that *we* should endeavor to check this spirit, when the effect is to endanger the vitality of a time-honored institution.

The system of rewards has been long and closely intertwined with our schools—it has become a part and parcel of our School-system—a long-cherished element of its success. Originating in the bequest of Franklin—the Boston School Boy—the Mechanic—the Statesman—and the Sage—in grateful remembrance of the benefits which *he* had derived from the free schools of his native town—associated as they are with the school-boy reminiscences of our fathers, and our own, we feel that *we* are but expressing the voice of the past and present boys of our city, when we solemnly protest against any act which shall deprive our Schools of the Franklin Medals.

They are the gift of one, whose noble career has been the admiration of the world—of one, who in the gratitude of his heart remembered, at the age of four-score years, the free schools of his native town, to which his young mind was indebted for its first impulse, and means of acquiring eminence—of one, whose bright example time has not faded, and whose little token of remembrance is as much the incentive to exertion *now*, as when it was received with instinctive reverence from the hands of the Selectmen of the town of Boston. Let us then still preserve this bright example, endeared and cherished by every American. Let his gratitude, so rare an instance—his fame, so especially our own—his noble efforts in the cause of our National Independence—and his high estimation of free and universal education, continue to be commemorated, as they have been, in the noblest of monuments—our Public Schools.

Much of the high estimation with which our Schools are regarded by the citizens, arises from the attention and countenance which has been bestowed upon them by those in authority. Previous to the granting of a City Charter, after the Medals were presented, the successful scholars were invited to a dinner at Fanueil Hall, at which the Selectmen of the town presided, and from whom they received the most marked, and flattering attentions. Public testimonials of respect and consideration have continued to be lavished upon them on these occasions, by the various municipal authorities, and they are the evidences of good policy, and wisdom on their part.

With similar views, the City Government instituted the Medals for Girls, that both sexes might upon these occasions receive equal encouragement; and as regards their effect, who of us can call up unmoved, the contrast

between the “Exhibition Day” of the *preceding*, and the *present* year? The former, was characterized by the assembling in Fanueil Hall of an hundred and fifty pupils, with happy *faces* and still more happy *hearts*—surrounded by a crowd of gratified parents, teachers, and friends—who in the presence of the City Authorities, were addressed in words of kindly commendation and encouragement, by the Chief Magistrate of the City, who appropriately concluded his remarks by presenting a bouquet of beautiful flowers to each of the Medal scholars. Of all those present upon that occasion, was there *one* who did not leave that Hall with a higher respect for our schools—an increased love of our Country and her institutions?

With this glad scene upon our minds, let us turn to the “Exhibition Day” of the *present* year. Characterized by equally meritorious efforts on the part of both teachers and pupils; but also by the award of “Medals” to a *portion* only of those who had *won* and *deserved* them: and, in place of the appropriate and pleasing reünion at Fanueil Hall, the day was only marked upon *their* memories as a morning of mental effort, succeeded by an invitation from the proprietors, to a dance in a *barren* Garden, and a visit to a Menagerie of wild beasts. But few *such* holidays would be required to damp the interest attached to our Annual Exhibitions; and with a loss of that interest, would fall one of the sustaining pillars of our School system.

The Committee are unwilling to believe, that the majority of the Board intended, that their vote annulling the “City Medals,” should have been so sweeping in its effect; and although the principle of that vote is too plain to admit of any other construction, yet we have full confidence that *reform*, and not *annihilation*, was the object *aimed* at.

Assuming this, your Committee will proceed to recommend such a modification in the present system of rewards, as will in their judgment obviate *some* of the principal objections which they are willing to acknowledge have been justly urged against the Medals. They would propose, therefore, that instead of giving a small and stated number of Medals to the *first* class of each school, an increased number of Medals, and prizes of different degrees, be awarded to the best pupils in *each* class, from the *first* to the *fourth*, in accordance with a certain standard of excellence, to be determined for each class.

The Committee propose to have a certain standard, but not to limit the *number* of prizes, because, if the standard is a *proper* one, the larger the number of prizes required, the more gratifying it will be that there were so many eminent and deserving pupils. By occasionally adjusting the standard, the number of prizes may be lessened or increased. The exercises at the "Annual Exhibition" should be participated in by the prize scholars of *all* the classes : after which, the various prizes and Medals should be *publicly* awarded by the chairman of the Sub-Committee of the School. All of the *first* class to whom "Medals" are awarded, should also receive an invitation to a School festival at Faneuil Hall, as in times past.

The advantages of such a system would be very great in the *lower* classes ; for at present, there is no stimulant to exertion ; and the Committee believe that the adoption of a system upon the basis they have sketched, would rouse the energies of both teachers and pupils—elevate the character of all the classes—and be productive of benefit to every department of the Schools.

The Committee are aware that this plan involves the principle of emulation. But emulation, or the desire to excel, is one of the first developments of our nature—from the tiny infant climbing upon the chairs and tables, until his foot is planted upon the top round of the ladder of his ambition, life is but one effort to excel. Could this desire for excellence be based only upon the high and holy principle of being ambitious for the good it bears in its train, happy would it be; but such is *not* the effect of the constitution, nor organization of society.

Let *us* not then, from hypothetical reasoning, attempt to adopt a system, repugnant alike to the laws of nature and society; nor by precipitate action, interfere with principles which are of vital importance to the well-being of our Schools.

If upon this subject, we have expressed our views *strongly*, it is because we believe them *sincerely*; and if we appear too sensitive upon this question, it is because *we* regard our Schools like the Federal Constitution, as surrounded with a cordon of sacred associations, trifling perhaps in themselves, but which it is dangerous to weaken, and the part of temerity to destroy.

During the present Examination, the Committee have had frequent occasion to experience the great value of the system of "Ventilation," which has been recently introduced into the Schools. Its eminent success, is due to its having been arranged, in all its details, in conformity with the pure deductions of philosophical reasoning; and they cannot refrain from expressing their pride and gratification that this measure, so essential to health—so immeasurable in its benefits to the Schools—was achieved through the indefatigable exertions of members of our own Board, whose sacrifice of time and labor to this sub-

ject, has justly entitled them to the heartfelt gratitude of the community. The Committee would also urge upon the Board the necessity of a careful supervision of this matter in the construction of new School-houses ; that a system perfected with so much care should not be impaired in its utility, from any want of attention on our part.

This appeal to the attention of the Board is rendered necessary from the equivocal position of the School Committee, as regards the general construction of School-houses, which is now placed under the sole direction of the Building Committee of the City Council. It is much to be regretted that the location and arrangement of the School-houses have not been more under the control of this Board, and it certainly appears singular, that entrusted as they are with the management and direction of all other parts of the system, one of the most essential to the successful operation of all the others, should be entirely beyond their jurisdiction.

The selection of location, plan of construction and arrangement of the School buildings, are *legitimately*, and should be *legally*, within the province of this Board ; and so long as it remains otherwise—so long as their efforts at improvement are regarded but as mere suggestions, to be followed or neglected at the pleasure of the Building Committee, so surely will dissatisfaction, frequent alteration, and expense, be the result. Many of the School-houses are now placed upon principal streets and thoroughfares, where the continual rattling of vehicles over the pavements, is a most serious annoyance ; and during the examination of some of the Schools, although the weather was very warm, the windows were necessarily kept closed, or recitations could not be heard. Indeed, it would appear from the location and con-

struction of *some* of the School-houses, situated as they are, close upon the line of the street, and unprovided with recitation rooms, that the Building Committees had considered *noise* as an essential element of education. However this may be, it is certainly evident that many of our School-houses have been erected with too little regard to their particular adaptation to the purpose intended ; and while we admit that this is due in some degree to the apathy and indecision of the Board, yet it is certain, that such a result must be mainly attributed to the independent action of the Building Committees, in the control of the whole matter.

In January, 1846, an effort was made to check this evil by the adoption of the following addition to the " Rules of the School Committee"—" There shall be appointed a Standing Committee of this Board on the construction of School-houses ; and a message shall be sent to the Common Council of the City of Boston, respectfully requesting the Committee on Public Buildings, to confer with the above Committee of this Board whenever a new School-house is to be built or altered, upon the construction of the same." Notwithstanding the evident importance of this Committee, for some reason none was appointed for the present year ; and the duties have been neglected, or but partially performed by those members of the Board immediately interested in the erection, or alteration of Houses for the Schools under their special care. This course is decidedly objectionable ; for the influence produced upon the minds of the Building Committee by individual members, must be partial in its effect, because it may be questionable how far their views correspond with those of a majority of the Board. The Committee would therefore express the hope that such a Committee, as proposed in the forego-

ing "Rule," be annually appointed; and that proper measures be taken to have it recognized as the special organ of this Board, by the City Council.

During their Examination and progress through the Schools, the Committee could not avoid being deeply, and constantly, impressed with the great responsibility resting upon this Board, in view of the importance and well-being of our Schools. They have also felt the responsibility resting upon themselves, in the discharge of those duties to which they were appointed. The endeavor to perform them faithfully, has been a work of time and labor, but a sense of *duty* has rendered it comparatively light; and we consider as invaluable, the correct estimation we have thus obtained of the operation of the various parts of our noble system of education. We feel more than ever, that its interests should be carefully guarded by those who are entrusted with its control, and government. And for its preservation and success, no truth has been more strongly impressed upon our attention than the necessity of CAREFUL LEGISLATION.

Our Schools are our hope—we look to them, and their effects upon the intelligence of our citizens, as the Ark of Safety to our Institutions. Let this feeling be ever cherished—and let us also remember, that Free Government and Free Schools are bound together in a common bond of union; and that it is *our* duty to preserve, and strengthen, every link in the chain which binds them to the hearts of the people.

Respectfully submitted, in behalf of the Committee.

JOSEPH M. WIGHTMAN.

STATISTICS OF THE SCHOOLS.

THE following information respecting each of the Schools, was principally obtained from the answers of the Masters to a note addressed to them by the Examining Committee; from which it appears that the whole number of children belonging to the Grammar Schools is 8216, and that the average daily attendance for the quarter preceding the examination, was 6992.

Of the number belonging to the Schools, 1623 belong to the First Class; 1750 to the Second Class; 2612 to the Third Class; and 2227 to the Fourth Class.

ELIOT SCHOOL,

North Bennett Street. Established 1713. Levi Conant, Writing Master. Appointed August, 1830.

Whole number of pupils belonging to the School, 421. Number in the first class, 67; in the second, 116; in the third, 205; and in the fourth, 33. The average attendance during the last quarter, 376. Number of seats in the Writing room, 200.

The Books used, are Emerson's Arithmetic; Olmsted's Rudiments of Natural Philosophy; and Robinson's Book-keeping. These Books are all which are *required* to be used in the Writing department by the Rules of the Board.

The time allotted to the various studies is as follows. In the first class, two days in a week are devoted to Natural Philosophy, and the remainder of the time to Arithmetic, Book-keeping, and Writing. In the second, third, and fourth classes, about one third of the time is devoted to Writing, and the balance to Arithmetic.

The pupils in *all* the classes write daily in books, using both written and engraved copies.

The number of pupils in Natural Philosophy, are 46; in the study of Book-keeping, 25.

A vacation of one week was given on account of Ventilation.

The absence of teachers during the year—Master, $1\frac{1}{2}$ days; Female Assistants, $18\frac{1}{2}$ days.

This School is peculiarly unfortunate in having no Recitation rooms.

The Committee are of the opinion that if Ushers were employed, the Masters would be much relieved, and the School benefited.

ADAMS SCHOOL,

*Mason Street. Established 1717. Samuel W. Bates, Writing Master.
Appointed September, 1846.*

Whole number of pupils belonging to the School, 325. Number in the first class, 67; in the second, 74; in the third, 90; in the fourth, 94. Average attendance during the last quarter, 248. Number of seats in the Writing department, 106.

Tower's Algebra is used in the first class; otherwise, the books used, are those *required* by the Board.

Although no Ventilating Apparatus was applied to

their temporary School room, yet the School was allowed two weeks' vacation by the Committee.

The only absence of teachers during the year, was that of the Master for three months.

This School has been much broken up and disarranged from several causes; the most serious of which arose from the School being removed to the Tremont Temple, while a new House was being built. For various reasons the building has been much delayed, and the school has been subjected to a dark, damp School room, requiring gas lights upon all cloudy or stormy days. These circumstances reduced the school very much, and many of the best pupils left for other Schools. This, united to the long sickness of the Master, (which may be attributed in a great degree to the situation of the room,) has prevented any very regular or systematic arrangement of studies in the School. The studies have therefore been confined to Arithmetic and Algebra, with occasional Writing lessons.

The new School-house is now completed, and will be occupied at the close of the present vacation; and the Committee have every reason to believe that this School will attain a high rank at the next Annual Examination.

FRANKLIN SCHOOL.

Washington Street. Established 1785. Nathan Merrill, Writing Master. Appointed 1838.

Whole number of pupils belonging to the School, 419; number in the first class, 82; in the second, 90; in the third, 120; in the fourth, 127. Average attend-

ance for the last quarter, 352. Number of seats in the Writing room, 256.

The Books used, are the three parts of Emerson's Arithmetic; Sherwin's Algebra; and Parker's Philosophy. There is no particular division of time with regard to the studies of the first class. In the second, third, and fourth classes, about three quarters of an hour is spent in Writing, and the remainder is devoted to Arithmetic.

The pupils in all the classes write daily in books, and in this School, "Winchester's System" which has recently been introduced, is highly approved by the Master

A class of 14 commenced Book-keeping, in June last.

The number of the class in Natural Philosophy is 40.

An unusual vacation of one week was given to alter the position of the seats. No Ventilating apparatus has yet been added to this School.

There are two Recitation rooms, which are sufficient.

The Master has been absent the past year, nine days; the Female teachers in this department, but one day.

M A Y H E W S C H O O L.

Hawkins Street. Established in 1803. John D. Philbrick, Writing Master. Appointed September, 1845.

Whole number of pupils belonging to the School, 380; number in the first class, 80; in the second, 82; in the third, 100; in the fourth, 118.

Average attendance during the last quarter, 335.

Number of seats in the Writing room, 224.

The Books used. are, Emerson's Arithmetics; Colburn's First Lessons; Olmsted's Rudiments; Sherwin's Algebra.

In the first class, the time is allotted as follows: three quarters of an hour each half day to Writing; one half of the remaining time to Arithmetic; the other half to the other branches.

In the second, third, and fourth classes, three quarters of an hour to Writing, and the residue to Arithmetic.

One division of the fourth class write upon Slates, the others, in the third, and fourth classes, use Books without copies, and both Rand's and Bascom's systems.

There is a class in Natural Philosophy of 80.

Book-keeping has not yet been commenced.

There is a class in Algebra of 35, who have advanced to the 50th page of Sherwin's Algebra.

There has been an unusual vacation of one week and one day, for the purpose of Ventilation.

The Recitation rooms are sufficient.

The regular teachers have been absent during the past year, fourteen days.

HAWES SCHOOL,

South Boston. Established in 1811. John A. Harris, Writing Master. Appointed August, 1835.

Whole number of pupils belonging to the School, 500. Number in first class, 75; in the second, 115; in the third, 132; in the fourth, 178. Average attendance during the last quarter, 422. Number of seats in the Writing room, 232.

The Books used in the classes are, Emerson's Arithmetics; Olmsted's Rudiments; Robinson's Book-keeping; Tower's Algebra.

The time is allotted as follows: 5 minutes for tardiness; 5 minutes for devotional exercises; 40 minutes for Writing; $1\frac{1}{2}$ hours for Arithmetic; 20 minutes for Natural Philosophy, or Algebra; and 15 minutes for recess.

In the second, third, and fourth classes, 40 minutes are appropriated to Writing and 2 hours to Arithmetic.

The pupils of the third and fourth classes write daily in books. They use Rand's books, and follow his System of Penmanship.

There is a class of 25 who have advanced to the 11th section of Tower's Algebra.

The class in Natural Philosophy and Book-keeping is 35.

There has been an unusual vacation of 1 week and 1 day, for improving the Ventilation.

There are two Recitation rooms, which are sufficient.

The aggregate absence of all the regular teachers during the past year, has been $10\frac{1}{2}$ days.

The changes in the first class of this School have been very great; 36 having left since the commencement of the year, and 7 of the best girls, from the first division of the first class, since June last. To compensate for these losses, there have been but three admitted to the first class, and all of these to the second division. It is also due to this School to state, that the teacher has had no Philosophical Apparatus to illustrate, or interest the pupils in, the subject of Natural Philosophy, and undoubtedly, the low per-centage of correct answers in this department, is owing to this deficiency.

BOYLSTON SCHOOL,

*Fort Hill. Established in 1819. Charles Kimball, Writing Master
Appointed November, 1840.*

Whole number of pupils belonging to the school, 478. Number in the first class, 101 ; in the second, 114 ; in the third, 133 ; in the fourth, 130. Average attendance during the last quarter, 414. Number of seats in this department, 198 ; besides a temporary accommodation of 60 seats in the Ward Room.

The Books used, are, Emerson's series of Arithmetics ; Tower's Algebra : Parker's Natural Philosophy ; and Robinson's Book-keeping.

The division of time allotted to the studies in the first class, is as follows : one hour, each half day, is occupied by the opening of the school, Writing, and recess ; and the principal part of the remaining time is allotted to Arithmetic ; a small portion of the time, on alternate days, has been devoted to Algebra and Natural Philosophy.

In the second, third, and fourth classes, the first hour of each half day, is occupied as in the first class, the remainder of the time in attending to written and oral Arithmetic.

All the pupils in the several classes, daily practice writing in Books ; which are adapted to the copy slips, arranged by some of the Writing Masters of the City.

A class of 57 have advanced to Section 22 of Tower's Algebra.

There is a class of 29 in Natural Philosophy, and in Book-keeping a class of 10.

The vacation, for the purpose of Ventilating the School, was 10 days.

The changes in the first section of the first class, have been much greater than usual, particularly among the girls. At the commencement of the school year, there were in the first section, 26 girls, and 21 boys; there are now belonging to it, but 12 girls, and 15 boys. During the same time in the last year, but 2 girls, and 5 boys left the class.

This School has no Recitation rooms, and although some use is made of the Ward room, yet it is very inconvenient and insufficient.

But one of the Teachers has been absent, and this for ten days, in consequence of sickness.

BOWDOIN SCHOOL,

*Derne Street, Established 1821. James Robinson, Writing Master.
Appointed May, 1826.*

Whole number of pupils belonging to the school, 463; number in the first class, 102; in the second, 112; in the third, 101; in the fourth, 148.

Average attendance during the last quarter, 392.

Number of seats in the Writing room, 95.

The Books used in this School, are those prescribed by the Committee.

In the first class, 45 minutes are devoted to Writing, and the remaining time to Arithmetic, Natural Philosophy, Book-keeping and Algebra.

In the second, third, and fourth classes, one third of the time is devoted to Writing, and two-thirds to Arithmetic.

The pupils of the third and fourth classes, wrote daily in Books, until the School was removed to the Mason-

ic Temple; since that time, the lower divisions of the fourth class have written upon Slates. Root's Writing books and System are used.

The class in Algebra and Natural Philosophy consists of 50.

There is a class in Book-keeping, of 40.

The unusual vacations have been two weeks, for Ventilation, and three days for removing the School.

Each of the Assistant teachers has been absent seven or eight days during the year, on account of sickness.

About 30 pupils have left the school since the 1st of May.

This School is now occupying rooms in the Masonic Temple, while a new School-house is being built in Myrtle Street

H A N C O C K S C H O O L ,

Hanover Street. Established 1822. Peter Mackintosh, Writing Master. Appointed May, 1823.

Whole number of pupils belonging to the School, 477; number in the first class, 88; in the second, 96; in the third, 135; in the fourth, 158.

Average attendance during the last quarter, 377.

Number of seats in the Writing room, 224.

The Books used by the first class, are, Emerson's Arithmetic, Bailey's, Sherwin's, and Tower's Algebra, (at the close of school year, Bailey's will be discontinued,) Parker's Philosophy, and Robinson's Book-keeping. The second class, use, Emerson's Arithmetic, and Tower's Al-

gebra. The third and fourth classes, 2nd and 1st parts of Emerson's Arithmetic.

The arrangement of the studies of the first class, are, Monday, Writing and Arithmetic; Tuesday, Algebra and Natural Philosophy; Wednesday, Writing and Arithmetic; Thursday, Writing and Algebra; Friday, Arithmetic and Natural Philosophy; Saturday, Writing and Algebra. Book-keeping is included in Writing time.

Division of time for a half day: First, 30 minutes, after morning devotions, are appropriated to study by the whole class; next, 60 minutes to Writing, during which the Writing is inspected and criticised; next, 20 minutes to recess, during which water is given out; next, 10 minutes to general remarks affecting school duties, or those of a moral and religious nature. The remaining hour is occupied with recitations. The allotment of time in the second, third, and fourth classes, is the same as in the first, except that in the second class arithmetic and algebra are studied on alternate days.

The third and fourth classes practice writing daily in ruled Books, with written copies.

In Algebra there are 136 students; viz: 98 in Tower's Intellectual Algebra, and 38 in Sherwin's and Bailey's Algebra.

The class in Natural Philosophy consists of 38—18 of them have gone through the section on Astronomy.

In Book-keeping the class consists of 28.

There have been no unusual vacations or changes in this School during the present year.

The aggregate absence of teachers has been 86 days. The Master was absent nearly three months on account of sickness.

A new building is now being erected for this School, in Richmond Place.

WELLS SCHOOL,

McLean street. Established 1833. Reuben Swan, Jr., Writing Master. Appointed March, 1838.

Whole number of pupils belonging to the School, 354. Number in the first class, 112; in the second, 80; in the third, 162. There is no fourth class at present in this School—that is, there are no Scholars who use Emerson's First Part Arithmetic.

The average attendance during the past quarter, 307.

Number of seats in the Writing room, 200.

The Books used are, Emerson's Arithmetics; Sherwin's and Tower's Algebra; Parker's Philosophy, and Robinson's Book-keeping.

From thirty minutes to one hour is devoted to Writing by the first class each day, and the remaining time is divided equally between Natural Philosophy, Arithmetic, and Algebra. For several months past, about half an hour each day, has been appropriated to familiar conversation on the studies pursued by the class.

From forty minutes to one hour is spent by the other classes in Writing, and the remainder of the time is given Arithmetic.

All the pupils in the third class write in books daily. The books are ruled upon Bascom's plan, and the pupils use both written and engraved copies.

There is a class of twenty-seven in Sherwin's Algebra, and a class of sixteen in Tower's Algebra.

The class in Natural Philosophy consists of twenty-three. Until within a few months past, the School has been deficient in Philosophical Apparatus, and is at the present time but partially supplied.

Twenty-three of the first class study Book-keeping.

The School was dismissed about two and a half weeks by the Committee on Ventilation.

There are no Recitation rooms to this School, which is a serious annoyance to the Masters. As there is sufficient land attached to the School-house to allow of their construction, it is a matter which should be immediately attended to by the Board.

The aggregate absence of the teachers has been but three days.

JOHNSON SCHOOL,

*Tremont street. Established 1836. Joseph Hale, Writing Master.
Appointed March, 1841.*

Whole number of pupils belonging to the School, 504. Number in the first class, 116; in the second, 106; in the third, 89; in the fourth, 126. Number of pupils in the Branch School, in a separate room, 67.

Average attendance for the last quarter, 417.

Number of seats in the Writing room, 200.

The Branch School, which was organized in March last, occupies a basement room, having 54 seats, with forms, and the Scholars attend constantly in that room with one and the same teacher for all branches, under the general direction of both Masters.

The Books used are those required by the School regulations.

The classes write every other session. The time devoted to writing is about 45 minutes, and the remainder of the time is appropriated to Arithmetic, except in the first division of the first class, where it is divided between Arithmetic, Algebra, Natural Philosophy, and occasionally Book-keeping.

Bascom's Writing Books and System are used, together with written and engraved copies.

Algebra has been made a prominent branch of study. The whole of the 1st division, and part of the 2d division, numbering 77, are advanced to the 51st article in Sherwin's Algebra.

The number of pupils who study Natural Philosophy, is about 24. From various causes, this subject has received but little attention during the past year, having been laid aside in February, with the intention of renewing it towards the close of the year, the fulfilment of which has been prevented by want of time.

The class in Book-keeping number 25.

There have been one week and two days' vacation for purposes of Ventilation.

The Recitation rooms are small and inconvenient.

One of the Female teachers has been absent several months, from ill health; and the other teachers have been absent, in the aggregate, eleven days.

WINTHROP SCHOOL,

*East Street. Established 1835. Samuel L. Gould, Writing Master.
Appointed March, 1841.*

Whole number of pupils, boys, 200; girls, 261.

Number in first class, boys, 43; girls, 51; in second class, boys, 46; girls, 52; in third class, boys, 111; girls, 117; in fourth class, boys, 0; girls, 41. Average attendance during the last quarter, boys, 171; girls, 206.

The Books used are those required by the Committee. No permitted books are used.

The whole school attend to Writing and Arithmetic daily, with no other exception than this, that the girls of the first division attend to Arithmetic and Algebra on alternate days. Each Writing exercise occupies about 45 minutes.

The first division of the boys, and girls have had daily, a short lesson on Natural Philosophy. Book-keeping has been attended to by the boys, but rather as an occasional, than a regular exercise.

Bascom's writing books are used, in connection with written, and engraved copies.

Eleven study Algebra; 22 Natural Philosophy; and 12 Book-keeping.

The School was suspended for one week, by order of the Committee on Ventilation.

There are no Recitation rooms, but provision has been made by the City Government to supply this deficiency.

One of the Female teachers has been absent ten weeks, by permission of the Sub-committee, and the aggregate absences of the other teachers are 40 days.

This School has been changed by a vote of the Board, from a "Mixed" to a Girls' School, to take effect after the August vacation. A new Schoolhouse is in process of erection in Tyler Street, to accommodate the boys of this School, and also to relieve the crowded state of the Brimmer School.

At the Annual Examination, six of the most advanced scholars were absent on account of sickness.

LYMAN SCHOOL,

FOR BOYS.

*East Boston. Established in 1837. Hosea H. Lincoln, Master.
Appointed March, 1846.*

Whole number of pupils, 282. Number in first class, 37; in second class, 54; in third class, 63; in fourth class, 55; in fifth class, 73. Average attendance during the last quarter, 234. Number of seats in this department, 300.

The Books required by the Committee are used, and of those permitted, Colburn's First Lessons in Arithmetic, in the lower classes.

Two lessons a week are given to Writing in books, and one lesson a week upon the Black-board, with some incidental instruction upon Slates, is the amount of time devoted to Writing by all the classes.

Thirteen of the first class study Algebra; and 18 Natural Philosophy.

A vacation of three weeks was given by order of the Committee on Ventilation.

The changes in this School from the admission and discharging of pupils are very great, 20 of the first class having left since October last.

The Recitation rooms of this School are satisfactory.

No teacher has been absent from the school during the past year, more than one day; and some have not been absent a single half day.

LYMAN SCHOOL,

FOR GIRLS.

*East Boston. Established in 1837. Aaron L. Ordway, Master.
Appointed December, 1846.*

Whole number of pupils, 346. Number belonging to the first class, 36; to the second class, 62; to the third class, 120; to the fourth class, 128. Average attendance during the last quarter, 282. Number of seats in this department, 304.

The Books used are those prescribed by the Committee, and Colburn's First Lessons in Arithmetic of those permitted to be used.

Each afternoon, three quarters of an hour is devoted to Writing and recess, and the remainder of the time to written and oral Arithmetic, except that a part of the first class attend to Algebra one afternoon in each week.

The pupils of all the classes write in Books daily, except a part of the fourth class, who write with pencils upon paper.

On Monday afternoons all of the scholars practice under the direction of the Master, exercises which strengthen the muscles and impart freedom and flexibility to the hands and fingers. Root's system of Penmanship is used.

There is a class of 8 in Algebra, and 16 in Natural Philosophy.

The School had a vacation of three weeks in April, for the purpose of Ventilation.

There are two Recitation rooms attached to the School, but one more is much needed.

The aggregate absence of all the teachers, has been thirty days for the past year.

ENDICOTT SCHOOL,

Cooper Street. Established in 1811. Loring Lathrop, Writing Master. Appointed April, 1839.

Whole number of pupils belonging to the school, 408. Number in first class, 77; in the second class, 79; in the third class, 114; in the fourth class, 138. Average attendance for the last quarter, 370. Number of seats in this department, 200.

The Books used are Emerson's series of Arithmetics; Olmstead's Rudiments; and Robinson's Book-keeping. In March last, this School was furnished with a Philosophical Apparatus. Equal portions of time have since been given to Arithmetic and Philosophy, by the first section of the first class. About half an hour is given to Writing.

The second and third classes write about half an hour; and devote the remainder of the time to Arithmetic. The fourth class spend most of the time in recitations, and do not write daily. The pupils have written copies, in books prepared under the direction of the Master.

The class in Natural Philosophy consists of 28.

Less attention has been given to Book-keeping this year, than usual, on account of circumstances over which the Master could have no control. Fourteen have recently commenced it.

The Ventilation of the School occasioned a vacation of about ten days.

The changes in the first class have been greater than usual during the present year.

The want of Recitation rooms is felt very much in this School; as there are none, nor any substitute for them. All the recitations are in the Schoolroom. One of the Assistant teachers has been absent about 40 days, and is yet unable to be in school. Another has been absent 10 days. Miss Wight, who is now sick, has been connected with the school since its organization, and has never before been absent for any length of time.

M A T H E R S C H O O L ,

South Boston. Established in 1843. Jonathan Battles, Jr., Writing Master. Appointed 1843.

Whole number of pupils belonging to the School, 502. Number in the first class, 66; in the second, 92; in the third, 158; in the fourth, 186.

Average attendance during the last quarter, 440.

Number of seats in the Writing room, 220.

The books used, are, Emerson's Arithmetics; Olmsted's Rudiments; Sherwin's Algebra; Bailey's Algebra, and Robinson's Book-keeping.

The time is not regularly allotted for the studies of the several classes.

The third and fourth classes do not write daily in books. Root's books and System of Penmanship are used in this School.

The class in Algebra consists of 22, who have advanced 100 pages.

Thirty-four have studied Natural Philosophy, and thirty-one Book-keeping.

The Ventilation of this School was done during a regular vacation.

No record has been kept of the absences of the teachers.

BRIMMER SCHOOL,

Common Street. Established 1844. William A. Shepard, Writing Master. Appointed January, 1844.

Whole number of pupils belonging to the School, 480.
Number in the first class, 87; in the second, 85; in the third, 145; in the fourth, 163.

Average attendance during the last quarter, 426.

Number of seats in the Writing room, 236.

The books used, are, Emerson's Arithmetics; Sherwin's Algebra; Parker's Natural Philosophy, and Tillinghast's Geometry.

In the first class, three of the above studies, and Writing, are allotted in equal portions to each half day.

The second, third and fourth classes devote three fourths of the time to Arithmetic, and the remainder to Writing. The third and fourth classes write in books every other day; each class writing on alternate days.

The class in Algebra consists of 14, and have advanced to page 107 in Sherwin's Algebra.

Forty-eight study Natural Philosophy, and ten have commenced Geometry.

There was a vacation of two weeks for the purpose of Ventilating the School rooms.

In this Department there are two Recitation rooms.

The Master has been absent eight weeks; the Usher seven weeks, and the Female assistant thirteen weeks.

PHILLIPS SCHOOL,

*Pinckney Street. Established 1844. Samuel Swan, Writing Master.
Appointed August, 1845.*

Whole number of pupils belonging to the School, 369.
Number in the first class, 81; in the second, 27; in the third, 134; in the fourth, 127.

Average attendance for the last quarter, 344.

Number of seats in the Writing room, 198.

The books used, are, Emerson's Arithmetics; Olmsted's Rudiments; Sherwin's Algebra, and Robinson's Book-keeping.

The first class devote one third of the time to Writing; about one sixth to Natural Philosophy, and the rest to Arithmetic. Two recitations a week in Algebra; and Book-keeping is attended to, after having prepared themselves in their other duties.

In the second, third, and fourth classes, about one third of the time is devoted to Writing, and two thirds to Arithmetic.

All the pupils in the third and fourth classes attend to Writing daily. Page and Northend's System, is used.

The class in Algebra consists of 11, who have advanced to the 80th page of Sherwin's Algebra.

The whole of the first class study Natural Philosophy.

In Book-keeping the class consists of 25.

The School had a vacation of nine days by order of the Committee on Ventilation.

The Recitation rooms in this School are sufficient.

The Master has been absent four and a half days, and one of the Assistants three months.

OTIS SCHOOL,

Lancaster Street. Established in 1844. Benjamin Drew, Jr., Writing Master. Appointed February, 1845.

Whole number of pupils belonging to the School, 454. Number in the first class, 106; in the second, 119; in the third, 183; in the fourth, 46.

Average attendance during the last quarter, 355.

The number of seats in this Department, is 234.

The books used, are, Emerson's Arithmetics; Olmsted's Natural Philosophy, and Robinson's Book-keeping.

Three fourths of an hour in each session are allotted to Writing, excepting on Wednesday and Saturday, when Music is taught.

The class in Natural Philosophy consists of 34, and attend to that branch on the mornings of Wednesday and Saturday, and on the afternoons of Thursday and Friday.

The class in Book-keeping consists of 36, and receive instruction occasionally during writing hours.

All the time not allotted as above, is devoted to Arithmetic.

Three fourths of an hour are devoted to Writing by the second, third, and fourth classes, each session, and the remaining time to Arithmetic.

The third and fourth classes daily write in books.

Root's books, and System are in use; but for young beginners the ruled book is used, in which copies are set by the teacher.

The vacation for Ventilation was of four days.

The Recitation rooms are sufficient.

Aggregate absence of teachers twenty-five and a half days.

The changes in this School are very great. At the commencement of the present year but four members of the first class continued in the School. The promotions, therefore, are necessarily rapid, and their proficiency less than if a larger proportion of the class were to remain.

The Master was prevented by sickness from being present at the time of the written Examinations; and it should also be observed that the first class, with the exception of four only, commenced the study of Emerson's Third Part Arithmetic with the present year.

D W I G H T S C H O O L .

Concord Street. Established 1844. George B. Hyde, Master. Appointed September, 1844.

Whole number of pupils, 302 boys, 148 girls=450.

Number of pupils in the first class, 55 boys, 44 girls=99; in the second, 60 boys, 44 girls, 104; in the third, 60 boys, 60 girls=120; in the fourth, 127 boys=127. Average attendance during the last quarter, 412. Number of seats in the School, 528.

The books used in the Writing department are, Emerson's Arithmetics, and, Colburn's First Lessons.

The first half hour in each afternoon, is devoted to Writing, the remainder of the time, to Arithmetic. This refers to all the classes, except the second division of the fourth class, which does not write in books. Towndrow's books and System are used.

The School had a vacation of two weeks, to improve the Ventilation.

There are two Recitation rooms attached to each School

room, but more would be desirable. The aggregate absence of the Female teachers *during the present school year, has been 7 months, 3 weeks, and three days.

The organization of this School is different from any of the others. The boys are kept in one room, in which all the studies are taught by the Master and Female assistants; while the girls are taught in another room, under the charge of the Usher and Female assistants.

S M I T H S C H O O L .

*Belknap Street. Established 1812. Ambrose Wellington, Master.
Appointed September, 1845.*

Whole number of pupils belonging to the School, 143. Number in the first class, 53; in the second, 46; in the third, 44. Average attendance during the last quarter, 90.

The books used in the Writing department, are, Emerson's Arithmetics; Colburn's First Lessons; and Olmsted's Rudiments.

Writing is practised for one hour, on Wednesday and Saturday mornings, in all the classes. Arithmetic, two hours every day. Natural Philosophy is attended to, one hour of each afternoon.

Foster's books and System of Writing are used in this School. Ten have commenced the study of Natural Philosophy, very recently, and were not examined in this branch.

The Ventilation of the School occasioned a vacation of nine days.

*Neither the Master nor Usher has been absent a single day.

There are no Recitation rooms to this School, which is a great inconvenience to the teachers.

The aggregate absence of the teachers has been but one day.

At the request of the Master, the *written* questions upon "Natural Philosophy" were not presented, and although those upon "Arithmetic" were distributed to nine of the pupils, yet none of the questions were answered correctly. An oral examination was made in Arithmetic, and several sums in "Compound Multiplication," were done correctly. None of the first class had commenced "Fractions," in Emerson's Third Part.

The System of Writing used in this School, is the most defective of any which the Committee have noticed. The copies are in pale yellow ink, which are to be written over by the pupils; so that the first line destroys the copy.

Winchester's books and System appear to the Committee to be well adapted to this School, and they would recommend their introduction.

TABLES
OF THE
EXAMINATIONS IN ARITHMETIC
AND
NATURAL PHILOSOPHY.

TABLE FIRST.

QUESTIONS IN NATURAL PHILOSOPHY.

1. Define the property of matter termed "Inertia."
2. Why is it exceedingly dangerous, to jump off from a Railroad car, when in rapid motion?
3. Why does not a stone, whirled in a "Sling," continue to whirl round in a circle, after it leaves the "Sling?"
4. Define "Centrifugal Force."
5. Will a brick falling from the roof of a house increase, or not, in velocity, as it approaches the earth?
6. A marble dropped from a window 16 feet from the ground, fell one foot, in the first fourth of a second. In what length of time would it reach the ground?
7. What are the spaces passed through by a falling body proportioned to?
8. In which case would the force of concussion be greatest, between two locomotive engines moving in opposite directions at the rate of 20 miles an hour; or, between two engines, one moving at the rate of 30 miles, and the other at the rate of 8 miles an hour? Why?
9. Is there any *absolute* gain of power, by using a "Wheel and Axle," or, several "Pulleys" to raise a large Block of Granite?
10. A tube half an inch in diameter, and two feet in height, attached to a Hydrostatic Bellows, being filled with water, raised a weight of 50 pounds. How much weight will be raised by a tube of the same height, but holding ten times as much water?
11. What is the law of Hydrostatic pressure?
12. In using a common water pump, what causes the water to rise from the well into the pump?
13. The water in my well is 60 feet from the top; shall I use a wooden pump with a long piston rod to work the piston within 30

feet of the water, or, can I use a copper pump placed in the wash room, having 65 feet of lead pipe to reach from the water to the pump? Explain the principle.

14. The height of the mercury in a Barometer on Boston Common is about 30 inches. What would be the effect upon the height of the mercury, if the Barometer was carried into the Cupola of the State House?

15. Would the Barometer rise, or fall, if carried into a Coal mine 200 feet deep? Why?

16. The City of Mexico is situated about 7000 feet above the level of Boston. With what instrument is this height determined?

17. Which is the best conductor of sound? Air, or Water? Wood or Metal?

18. Why are sounds conveyed farther through a tube, than through the open air?

19. What is the cause of the regular, and continual jet from the pipe of a Fire Engine?

20. What is the height of the atmosphere, and its pressure upon every square inch?

21. From whence is the moisture derived, that we find upon the *outside* of a tumbler of *cold* water, in *warm* weather?

22. Why is it unsafe to take shelter under trees during a thunder storm?

23. Is the North Pole of the Earth, and the North Magnetic Pole, in the same part of the Earth's surface?

BOYS.

EXAMINATION IN NATURAL PHILOSOPHY.

BRIMMER SCHOOL.

Total number of scholars, 480; number in First Class, 87; students in Natural Philosophy, 48; number examined, 31; average age of those examined, 14 years 7 months; text book used, Parker's Philosophy; advanced as far as page 168.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 27 | 4 | 0 | |
| 2 | 9 | 13 | 9 | |
| 3 | 25 | 8 | 0 | |
| 4 | 27 | 4 | 0 | |
| 5 | 31 | 0 | 0 | |
| 6 | 28 | 1 | 2 | |
| 7 | 4 | 24 | 3 | |
| 8 | 19 | 5 | 7 | |
| 9 | 30 | 1 | 0 | |
| 10 | 21 | 5 | 5 | |
| 11 | 21 | 2 | 8 | |
| 12 | 24 | 2 | 5 | |
| 13 | 12 | 4 | 15 | |
| 14 | 28 | 3 | 0 | |
| 15 | 26 | 5 | 0 | |
| 16 | 31 | 0 | 0 | |
| 17 | 12 | 19 | 0 | |
| 18 | 28 | 2 | 1 | |
| 19 | 9 | 12 | 10 | |
| 20 | 25 | 5 | 1 | |
| 21 | 19 | 8 | 4 | |
| 22 | 13 | 16 | 2 | |
| 23 | 22 | 5 | 4 | |
| | 481 | 148 | 76 | 0.67 |

ELIOT SCHOOL.

Total number of scholars, 421; number in First Class, 67; students in Natural Philosophy, 46; number examined, 20; average age of those examined, 13 years 10 months; text book used, Olmsted's Rudiments; advanced as far as page 119.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 20 | 0 | 0 | |
| 2 | 19 | 1 | 0 | |
| 3 | 5 | 15 | 0 | |
| 4 | 20 | 0 | 0 | |
| 5 | 20 | 0 | 0 | |
| 6 | 12 | 4 | 4 | |
| 7 | 15 | 4 | 1 | |
| 8 | 8 | 3 | 9 | |
| 9 | 16 | 0 | 4 | |
| 10 | 13 | 0 | 7 | |
| 11 | 14 | 1 | 5 | |
| 12 | 12 | 0 | 8 | |
| 13 | 3 | 3 | 14 | |
| 14 | 7 | 6 | 7 | |
| 15 | 7 | 9 | 4 | |
| 16 | 7 | 5 | 8 | |
| 17 | 11 | 1 | 8 | |
| 18 | 3 | 4 | 13 | |
| 19 | 14 | 1 | 5 | |
| 20 | 9 | 3 | 8 | |
| 21 | 6 | 5 | 9 | |
| 22 | 6 | 2 | 12 | |
| 23 | 6 | 1 | 3 | |
| | 253 | 68 | 139 | 0.55 |

BOYS

EXAMINATION IN NATURAL PHILOSOPHY.

MAYHEW SCHOOL.

Total number of scholars, 380; number in First Class, 80; students in Natural Philosophy, 80; number examined, 31; average age of those examined, 13 years, 4 months; text book used, Olmsted's Rudiments; advanced as far as page 179.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 28 | 2 | 1 | |
| 2 | 29 | 7 | 4 | |
| 3 | 20 | 8 | 3 | |
| 4 | 28 | 2 | 1 | |
| 5 | 31 | 0 | 0 | |
| 6 | 18 | 8 | 5 | |
| 7 | 3 | 23 | 5 | |
| 8 | 24 | 5 | 2 | |
| 9 | 21 | 7 | 3 | |
| 10 | 20 | 7 | 4 | |
| 11 | 26 | 1 | 4 | |
| 12 | 28 | 2 | 1 | |
| 13 | 20 | 6 | 5 | |
| 14 | 17 | 13 | 1 | |
| 15 | 18 | 14 | 0 | |
| 16 | 16 | 9 | 6 | |
| 17 | 21 | 10 | 0 | |
| 18 | 12 | 15 | 4 | |
| 19 | 29 | 2 | 0 | |
| 20 | 26 | 5 | 0 | |
| 21 | 28 | 1 | 2 | |
| 22 | 22 | 7 | 2 | |
| 23 | 28 | 2 | 1 | |
| 504 | 156 | 54 | 0.70 | |

PHILLIPS SCHOOL.

Total number of scholars, 369; number in First Class, 81; students in Natural Philosophy, 84; number examined, 23; average age of those examined, 13 years, 6 months; text book used, Olmsted's Rudiments; advanced as far as page 179.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 23 | 0 | 1 | |
| 2 | 17 | 4 | 2 | |
| 3 | 11 | 11 | 1 | |
| 4 | 16 | 6 | 1 | |
| 5 | 23 | 0 | 0 | |
| 6 | 12 | 9 | 2 | |
| 7 | 4 | 15 | 4 | |
| 8 | 10 | 4 | 9 | |
| 9 | 12 | 10 | 1 | |
| 10 | 4 | 16 | 3 | |
| 11 | 18 | 0 | 5 | |
| 12 | 22 | 0 | 1 | |
| 13 | 3 | 10 | 10 | |
| 14 | 19 | 2 | 2 | |
| 15 | 16 | 4 | 3 | |
| 16 | 4 | 10 | 9 | |
| 17 | 20 | 3 | 0 | |
| 18 | 11 | 6 | 6 | |
| 19 | 20 | 2 | 1 | |
| 20 | 14 | 6 | 3 | |
| 21 | 12 | 5 | 6 | |
| 22 | 17 | 4 | 2 | |
| 23 | 18 | 4 | 1 | |
| 326 | 131 | 72 | 0.61 | |

GIRLS.

EXAMINATION IN NATURAL PHILOSOPHY.

BOWDOIN SCHOOL.

Total number of scholars, 463; number in First Class, 102; students in Natural Philosophy, 50; number examined, 27; average age of those examined, 15 years 1 month; text book used, Olmsted's Rudiments; advanced as far as page 150.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 27 | 0 | 0 | |
| 2 | 20 | 1 | 6 | |
| 3 | 12 | 9 | 6 | |
| 4 | 17 | 0 | 10 | |
| 5 | 26 | 1 | 0 | |
| 6 | 4 | 6 | 17 | |
| 7 | 11 | 14 | 2 | |
| 8 | 5 | 4 | 18 | |
| 9 | 14 | 10 | 3 | |
| 10 | 16 | 1 | 10 | |
| 11 | 17 | 6 | 4 | |
| 12 | 25 | 0 | 2 | |
| 13 | 3 | 2 | 22 | |
| 14 | 13 | 3 | 11 | |
| 15 | 9 | 6 | 12 | |
| 16 | 0 | 25 | 2 | |
| 17 | 24 | 2 | 1 | |
| 18 | 7 | 3 | 17 | |
| 19 | 12 | 3 | 12 | |
| 20 | 15 | 5 | 7 | |
| 21 | 14 | 3 | 10 | |
| 22 | 21 | 5 | 1 | |
| 23 | 10 | 3 | 14 | |
| | 322 | 112 | 157 | 0.52 |

FRANKLIN SCHOOL.

Total number of scholars, 419; Number in First Class 82; students in Natural Philosophy, 40; number examined, 16; average age of those examined, 14 years 11 months; text book used, Parker's Philosophy; advanced as far as page 165.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 16 | 0 | 0 | |
| 2 | 3 | 6 | 7 | |
| 3 | 6 | 9 | 1 | |
| 4 | 15 | 1 | 0 | |
| 5 | 16 | 0 | 0 | |
| 6 | 7 | 1 | 8 | |
| 7 | 4 | 9 | 3 | |
| 8 | 9 | 1 | 6 | |
| 9 | 16 | 0 | 0 | |
| 10 | 11 | 0 | 5 | |
| 11 | 15 | 1 | 0 | |
| 12 | 16 | 0 | 0 | |
| 13 | 1 | 0 | 15 | |
| 14 | 14 | 1 | 1 | |
| 15 | 13 | 0 | 3 | |
| 16 | 14 | 0 | 2 | |
| 17 | 10 | 6 | 0 | |
| 18 | 6 | 7 | 3 | |
| 19 | 4 | 2 | 10 | |
| 20 | 16 | 0 | 0 | |
| 21 | 12 | 2 | 2 | |
| 22 | 10 | 6 | 0 | |
| 20 | 1 | 9 | 6 | |
| | 235 | 61 | 73 | 0.64 |

GIRLS.

EXAMINATION IN NATURAL PHILOSOPHY.

HANCOCK SCHOOL.

Total number of scholars, 477; number in First Class, 88; students in Natural Philosophy, 38; number examined, 30; average age of those examined, 14 years 3 months; text book used, Parker's Philosophy; advanced as far as page 90.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 25 | 2 | 0 | |
| 2 | 1 | 8 | 21 | |
| 3 | 6 | 9 | 15 | |
| 4 | 21 | 5 | 4 | |
| 5 | 27 | 3 | 0 | |
| 6 | 6 | 8 | 16 | |
| 7 | 2 | 8 | 20 | |
| 8 | 6 | 5 | 19 | |
| 9 | 19 | 3 | 8 | |
| 10 | 0 | 3 | 27 | |
| 11 | 1 | 6 | 23 | |
| 12 | 7 | 5 | 18 | |
| 13 | 1 | 0 | 29 | |
| 14 | 9 | 3 | 18 | |
| 15 | 6 | 6 | 18 | |
| 16 | 8 | 3 | 19 | |
| 17 | 11 | 7 | 12 | |
| 18 | 5 | 2 | 23 | |
| 19 | 2 | 3 | 25 | |
| 20 | 8 | 2 | 20 | |
| 21 | 3 | 3 | 24 | |
| 22 | 5 | 7 | 18 | |
| 23 | 2 | 4 | 24 | |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| 181 | 105 | 401 | 0.26 | |

JOHNSON SCHOOL.

Total number of scholars, 504; number in First Class, 116; students in Natural Philosophy, 24; number examined, 24; average age of those examined, 15 years 6 months; text book used, Parker's Philosophy; advanced as far as page 104.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 21 | 1 | 2 | |
| 2 | 0 | 8 | 16 | |
| 3 | 3 | 17 | 4 | |
| 4 | 13 | 8 | 3 | |
| 5 | 24 | 0 | 0 | |
| 6 | 1 | 17 | 6 | |
| 7 | 0 | 8 | 16 | |
| 8 | 2 | 1 | 21 | |
| 9 | 10 | 6 | 8 | |
| 10 | 0 | 6 | 18 | |
| 11 | 0 | 0 | 24 | |
| 12 | 18 | 2 | 4 | |
| 13 | 0 | 1 | 23 | |
| 14 | 8 | 4 | 12 | |
| 15 | 7 | 4 | 13 | |
| 16 | 1 | 1 | 22 | |
| 17 | 12 | 10 | 2 | |
| 18 | 9 | 6 | 9 | |
| 19 | 0 | 2 | 22 | |
| 20 | 14 | 1 | 9 | |
| 21 | 8 | 4 | 12 | |
| 22 | 0 | 11 | 13 | |
| 23 | 3 | 6 | 15 | |
| <hr/> | <hr/> | <hr/> | <hr/> | <hr/> |
| 152 | 124 | 274 | 0.27 | |

GIRLS.

EXAMINATION IN NATURAL PHILOSOPHY.

WELLS SCHOOL.

Total number of scholars, 354; number in First Class, 112; students in Natural Philosophy, 23; number examined, 23; average age of those examined, 14 years 6 months; text book used, Parker's Philosophy; advanced as far as page 119.

| | No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|--|------------------|------------------|--------------------|---------------|-------------------------------|
| | 1 | 22 | 1 | 0 | |
| | 2 | 5 | 4 | 15 | |
| | 3 | 6 | 12 | 5 | |
| | 4 | 22 | 1 | 0 | |
| | 5 | 23 | 0 | 0 | |
| | 6 | 20 | 2 | 1 | |
| | 7 | 1 | 19 | 3 | |
| | 8 | 6 | 1 | 16 | |
| | 9 | 20 | 2 | 1 | |
| | 10 | 4 | 13 | 6 | |
| | 11 | 19 | 1 | 3 | |
| | 12 | 21 | 0 | 2 | |
| | 13 | 9 | 1 | 13 | |
| | 14 | 16 | 4 | 3 | |
| | 15 | 20 | 1 | 2 | |
| | 16 | 19 | 2 | 2 | |
| | 17 | 14 | 9 | 0 | |
| | 18 | 15 | 3 | 5 | |
| | 19 | 15 | 3 | 5 | |
| | 20 | 23 | 0 | 0 | |
| | 21 | 14 | 5 | 4 | |
| | 22 | 14 | 5 | 4 | |
| | 23 | 1 | 21 | 1 | |
| | | <hr/> 329 | <hr/> 110 | <hr/> 91 | <hr/> 0.62 |

BOYS AND GIRLS.

EXAMINATION IN NATURAL PHILOSOPHY.

BOYLSTON SCHOOL.

Total number of Boys, 253; number in First Class, 50; students in Natural Philosophy, 16; number examined, 15; average age of those examined, 13 years 7 months; text book used, Parker's Natural Philosophy; advanced as far as page 96.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 15 | 0 | 0 | |
| 2 | 3 | 5 | 7 | |
| 3 | 9 | 3 | 3 | |
| 4 | 14 | 1 | 0 | |
| 5 | 14 | 1 | 0 | |
| 6 | 11 | 1 | 3 | |
| 7 | 1 | 4 | 10 | |
| 8 | 6 | 0 | 9 | |
| 9 | 10 | 3 | 2 | |
| 10 | 1 | 0 | 14 | |
| 11 | 4 | 1 | 10 | |
| 12 | 12 | 0 | 3 | |
| 13 | 2 | 0 | 13 | |
| 14 | 10 | 2 | 3 | |
| 15 | 12 | 2 | 1 | |
| 16 | 11 | 1 | 3 | |
| 17 | 8 | 2 | 5 | |
| 18 | 5 | 2 | 8 | |
| 19 | 4 | 2 | 9 | |
| 20 | 14 | 0 | 1 | |
| 21 | 3 | 3 | 9 | |
| 22 | 3 | 4 | 8 | |
| 23 | 4 | 2 | 9 | |
| 176 | 39 | 130 | 0.51 | |

BOYLSTON SCHOOL.

Total number of Girls, 225; number in First Class, 51; students in Natural Philosophy, 13; number examined, 11; average age of those examined, 14 years 3 months; text book used, Parker's Natural Philosophy; advanced as far as page 96.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 11 | 0 | 0 | |
| 2 | 0 | 1 | 10 | |
| 3 | 2 | 9 | 0 | |
| 4 | 11 | 0 | 0 | |
| 5 | 11 | 0 | 0 | |
| 6 | 11 | 0 | 0 | |
| 7 | 0 | 10 | 1 | |
| 8 | 0 | 0 | 11 | |
| 9 | 10 | 0 | 1 | |
| 10 | 0 | 0 | 11 | |
| 11 | 4 | 4 | 3 | |
| 12 | 0 | 0 | 11 | |
| 13 | 0 | 0 | 11 | |
| 14 | 5 | 0 | 6 | |
| 15 | 9 | 0 | 2 | |
| 16 | 0 | 9 | 2 | |
| 17 | 5 | 5 | 1 | |
| 18 | 0 | 0 | 11 | |
| 19 | 0 | 4 | 7 | |
| 20 | 9 | 0 | 2 | |
| 21 | 1 | 2 | 8 | |
| 22 | 2 | 2 | 7 | |
| 23 | 0 | 6 | 5 | |
| 91 | 52 | 110 | 0.36 | |

BOYS AND GIRLS.

EXAMINATION IN NATURAL PHILOSOPHY.

ENDICOTT SCHOOL.

Total number of Boys, 200; number in First Class, 35; students in Natural Philosophy, 10; number examined, 8; average age of those examined, 14 years 1 month; text book used, Olmsted's Rudiments; advanced as far as page 106.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 8 | 0 | 0 | |
| 2 | 8 | 0 | 0 | |
| 3 | 7 | 1 | 0 | |
| 4 | 8 | 0 | 0 | |
| 5 | 8 | 0 | 0 | |
| 6 | 7 | 1 | 0 | |
| 7 | 8 | 0 | 0 | |
| 8 | 4 | 2 | 2 | |
| 9 | 8 | 0 | 0 | |
| 10 | 7 | 1 | 0 | |
| 11 | 8 | 0 | 0 | |
| 12 | 8 | 0 | 0 | |
| 13 | 4 | 1 | 3 | |
| 14 | 7 | 1 | 0 | |
| 15 | 7 | 1 | 0 | |
| 16 | 5 | 1 | 2 | |
| 17 | 0 | 0 | 8 | |
| 18 | 4 | 2 | 2 | |
| 19 | 8 | 0 | 0 | |
| 20 | 7 | 1 | 0 | |
| 21 | 7 | 0 | 1 | |
| 22 | 7 | 0 | 1 | |
| 23 | 5 | 0 | 3 | |
| | 152 | 12 | 22 | 0.81 |

ENDICOTT SCHOOL.

Total number of Girls, 208; number in First Class, 42; students in Natural Philosophy, 12; number examined, 11; average age of those examined, 14 years 3 months; text book used, Olmsted's Rudiments; advanced as far as page 126.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 11 | 0 | 0 | |
| 2 | 10 | 1 | 0 | |
| 3 | 11 | 0 | 0 | |
| 4 | 11 | 0 | 0 | |
| 5 | 11 | 0 | 0 | |
| 6 | 1 | 3 | 7 | |
| 7 | 9 | 2 | | |
| 8 | 8 | 0 | 3 | |
| 9 | 10 | 1 | 0 | |
| 10 | 11 | 0 | 0 | |
| 11 | 11 | 0 | 0 | |
| 19 | 10 | 0 | 1 | |
| 13 | 0 | 2 | 9 | |
| 14 | 9 | 0 | 2 | |
| 15 | 9 | 0 | 2 | |
| 16 | 0 | 0 | 11 | |
| 17 | 6 | 5 | 0 | |
| 18 | 3 | 0 | 8 | |
| 19 | 0 | 4 | 7 | |
| 20 | 2 | 9 | 0 | |
| 21 | 10 | 0 | 1 | |
| 22 | 9 | 0 | 2 | |
| 23 | 2 | 8 | 1 | |
| | 174 | 35 | 58 | 0.68 |

BOYS AND GIRLS.

EXAMINATION IN NATURAL PHILOSOPHY.

HAWES SCHOOL.

Total number of Boys, 224; number in First Class, 40; students in Natural Philosophy, 20; number examined, 19; average age of those examined, 13 years 10 months; text book used, Olmsted's Rudiments; advanced as far as page 179.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 14 | 3 | 2 | |
| 2 | 9 | 4 | 6 | |
| 3 | 3 | 8 | 8 | |
| 4 | 2 | 9 | 8 | |
| 5 | 16 | 1 | 2 | |
| 6 | 6 | 9 | 4 | |
| 7 | 6 | 5 | 8 | |
| 8 | 12 | 4 | 3 | |
| 9 | 11 | 8 | 1 | |
| 10 | 1 | 14 | 4 | |
| 11 | 6 | 8 | 5 | |
| 12 | 9 | 6 | 4 | |
| 13 | 1 | 3 | 15 | |
| 14 | 10 | 6 | 3 | |
| 15 | 0 | 10 | 9 | |
| 16 | 0 | 4 | 15 | |
| 17 | 7 | 8 | 4 | |
| 18 | 5 | 8 | 6 | |
| 19 | 4 | 3 | 12 | |
| 20 | 5 | 7 | 7 | |
| 21 | 2 | 3 | 14 | |
| 22 | 8 | 5 | 6 | |
| 23 | 6 | 8 | 5 | |
| 143 | 144 | 150 | 0.31 | |

HAWES SCHOOL.

Total number of Girls, 276; number in First Class, 35; students in Natural Philosophy, 15; number examined, 14; average age of those examined, 14 years; text book used, Olmsted's Rudiments; advanced as far as page 179.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 6 | 7 | 1 | |
| 2 | 3 | 3 | 8 | |
| 3 | 1 | 5 | 8 | |
| 4 | 1 | 4 | 9 | |
| 5 | 10 | 4 | 0 | |
| 6 | 0 | 9 | 5 | |
| 7 | 0 | 13 | 1 | |
| 8 | 2 | 4 | 8 | |
| 9 | 5 | 6 | 3 | |
| 10 | 0 | 12 | 2 | |
| 11 | 7 | 0 | 7 | |
| 12 | 10 | 1 | 3 | |
| 13 | 1 | 5 | 9 | |
| 14 | 4 | 4 | 6 | |
| 15 | 2 | 9 | 3 | |
| 16 | 5 | 9 | 0 | |
| 17 | 8 | 6 | 0 | |
| 18 | 4 | 2 | 8 | |
| 19 | 3 | 1 | 10 | |
| 20 | 5 | 8 | 1 | |
| 21 | 4 | 2 | 8 | |
| 22 | 7 | 3 | 4 | |
| 23 | 3 | 6 | 5 | |
| 91 | 123 | 109 | 0.30 | |

BOYS AND GIRLS.

EXAMINATION IN NATURAL PHILOSOPHY.

LYMAN SCHOOL.

Total number of Boys, 232; number in First Class, 37; students in Natural Philosophy, 18; number examined, 13; average age of those examined, 13 years 6 months; text book used, Olmsted's Rudiments; advanced as far as page 145.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 11 | 2 | 0 | |
| 2 | 13 | 0 | 0 | |
| 3 | 7 | 4 | 2 | |
| 4 | 8 | 3 | 2 | |
| 5 | 13 | 0 | 0 | |
| 6 | 5 | 2 | 6 | |
| 7 | 2 | 7 | 4 | |
| 8 | 9 | 2 | 2 | |
| 9 | 9 | 3 | 1 | |
| 10 | 11 | 1 | 1 | |
| 11 | 10 | 2 | 1 | |
| 12 | 10 | 2 | 1 | |
| 13 | 6 | 0 | 7 | |
| 14 | 4 | 7 | 2 | |
| 15 | 5 | 7 | 1 | |
| 16 | 7 | 1 | 5 | |
| 17 | 5 | 6 | 2 | |
| 18 | 7 | 2 | 4 | |
| 19 | 11 | 1 | 1 | |
| 20 | 5 | 6 | 2 | |
| 21 | 1 | 3 | 9 | |
| 22 | 7 | 5 | 1 | |
| 23 | 5 | 1 | 7 | |
| | 171 | 67 | 61 | 0.57 |

LYMAN SCHOOL.

Total number of Girls, 346; number in First Class, 36; students in Natural Philosophy, 16; number examined, 12; average age of those examined, 13 years 1 month; text book used, Olmsted's Rudiments; advanced as far as page 145.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 11 | 1 | 0 | |
| 2 | 7 | 0 | 5 | |
| 3 | 3 | 8 | 1 | |
| 4 | 9 | 2 | 1 | |
| 5 | 12 | 0 | 0 | |
| 6 | 3 | 2 | 7 | |
| 7 | 7 | 5 | 0 | |
| 8 | 5 | 0 | 7 | |
| 9 | 10 | 0 | 2 | |
| 10 | 10 | 0 | 2 | |
| 11 | 11 | 0 | 1 | |
| 12 | 8 | 1 | 3 | |
| 13 | 0 | 2 | 10 | |
| 14 | 7 | 3 | 2 | |
| 15 | 5 | 3 | 4 | |
| 16 | 1 | 2 | 9 | |
| 17 | 5 | 6 | 1 | |
| 18 | 7 | 2 | 3 | |
| 19 | 4 | 3 | 5 | |
| 20 | 3 | 3 | 4 | |
| 21 | 6 | 0 | 6 | |
| 22 | 10 | 1 | 1 | |
| 23 | 6 | 1 | 5 | |
| | 152 | 46 | 79 | 0.55 |

BOYS AND GIRLS.

EXAMINATION IN NATURAL PHILOSOPHY.

MATHER SCHOOL.

Total number of Boys, 252 ; number in the First Class, 29 ; students in Natural Philosophy, 21 ; number examined, 21 ; average age of those examined, 13 years 11 months ; text book used, Olmsted's Rudiments ; advanced as far as page 150.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 18 | 1 | 2 | |
| 2 | 16 | 4 | 1 | |
| 3 | 8 | 12 | 1 | |
| 4 | 20 | 0 | 1 | |
| 5 | 21 | 0 | 0 | |
| 6 | 14 | 6 | 1 | |
| 7 | 9 | 12 | 0 | |
| 8 | 9 | 9 | 3 | |
| 9 | 12 | 9 | 0 | |
| 10 | 8 | 11 | 2 | |
| 11 | 19 | 2 | 0 | |
| 12 | 20 | 1 | 0 | |
| 13 | 12 | 6 | 3 | |
| 14 | 14 | 7 | 0 | |
| 15 | 14 | 6 | 1 | |
| 16 | 13 | 6 | 2 | |
| 17 | 16 | 3 | 2 | |
| 18 | 8 | 10 | 3 | |
| 19 | 11 | 7 | 3 | |
| 20 | 4 | 12 | 5 | |
| 21 | 11 | 8 | 2 | |
| 22 | 13 | 6 | 2 | |
| 23 | 17 | 2 | 2 | |
| | 308 | 140 | 36 | 0.63 |

MATHER SCHOOL.

Total number of Girls, 257 ; number in First Class, 39 ; students in Natural Philosophy, 13 ; number examined, 13 ; average age of those examined, 15 years 1 month ; text book used, Olmsted's Rudiments ; advanced as far as page 150.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 13 | 0 | 0 | |
| 2 | 11 | 0 | 2 | |
| 3 | 7 | 6 | 0 | |
| 4 | 9 | 3 | 2 | |
| 5 | 13 | 0 | 0 | |
| 6 | 8 | 3 | 2 | |
| 7 | 5 | 6 | 2 | |
| 8 | 7 | 0 | 6 | |
| 9 | 4 | 8 | 1 | |
| 10 | 7 | 4 | 2 | |
| 11 | 12 | 0 | 1 | |
| 12 | 10 | 0 | 3 | |
| 13 | 0 | 1 | 12 | |
| 14 | 3 | 6 | 4 | |
| 15 | 3 | 6 | 4 | |
| 16 | 1 | 3 | 9 | |
| 17 | 6 | 7 | 0 | |
| 18 | 7 | 1 | 5 | |
| 19 | 7 | 4 | 2 | |
| 20 | 1 | 10 | 2 | |
| 21 | 11 | 0 | 2 | |
| 22 | 12 | 0 | 1 | |
| 23 | 12 | 0 | 1 | |
| | 169 | 68 | 63 | 0.56 |

BOYS AND GIRLS.

EXAMINATION IN NATURAL PHILOSOPHY.

OTIS SCHOOL.

Total number of Boys, 212 ; number in First Class, 54 ; students in Natural Philosophy, 18 ; number examined, 16 ; average age of those examined, 13 years 10 months ; text book used, Olmsted's Rudiments ; advanced as far as page 145.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 5 | 7 | 4 | |
| 2 | 9 | 0 | 7 | |
| 3 | 5 | 7 | 4 | |
| 4 | 6 | 0 | 10 | |
| 5 | 16 | 0 | 0 | |
| 6 | 1 | 5 | 10 | |
| 7 | 2 | 8 | 6 | |
| 8 | 5 | 3 | 8 | |
| 9 | 6 | 3 | 7 | |
| 10 | 1 | 8 | 6 | |
| 11 | 1 | 2 | 13 | |
| 12 | 5 | 1 | 10 | |
| 13 | 1 | 4 | 11 | |
| 14 | 5 | 2 | 9 | |
| 15 | 3 | 7 | 6 | |
| 16 | 1 | 3 | 12 | |
| 17 | 8 | 5 | 3 | |
| 18 | 1 | 2 | 13 | |
| 19 | 1 | 0 | 15 | |
| 20 | 3 | 1 | 12 | |
| 21 | 1 | 2 | 13 | |
| 22 | 3 | 6 | 7 | |
| 23 | 1 | 7 | 8 | |
| | 90 | 84 | 194 | 0.26 |

OTIS SCHOOL.

Total number of Girls, 242 ; number in First Class, 52 ; students in Natural Philosophy, 16 ; number examined, 9 ; average age of those examined, 14 years, 2 months ; text book used, Olmsted's Rudiments ; advanced as far as page 145.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 6 | 2 | 1 | |
| 2 | 4 | 2 | 3 | |
| 3 | 0 | 4 | 5 | |
| 4 | 7 | 0 | 2 | |
| 5 | 9 | 0 | 0 | |
| 6 | 1 | 1 | 7 | |
| 7 | 7 | 0 | 2 | |
| 8 | 2 | 0 | 7 | |
| 9 | 1 | 3 | 5 | |
| 10 | 0 | 3 | 6 | |
| 11 | 3 | 2 | 4 | |
| 12 | 2 | 0 | 7 | |
| 13 | 0 | 0 | 9 | |
| 14 | 1 | 0 | 8 | |
| 15 | 2 | 0 | 7 | |
| 16 | 1 | 2 | 6 | |
| 17 | 4 | 0 | 5 | |
| 18 | 2 | 0 | 7 | |
| 19 | 0 | 1 | 8 | |
| 20 | 2 | 2 | 5 | |
| 21 | 0 | 1 | 8 | |
| 22 | 0 | 1 | 8 | |
| 23 | 2 | 1 | 6 | |
| | 56 | 25 | 126 | 0.27 |

BOYS AND GIRLS.

EXAMINATION IN NATURAL PHILOSOPHY.

WINTHROP SCHOOL.

Total number of Boys, 200; number in First Class, 43; students in Natural Philosophy, 8; number examined, 6; average age of those examined, 14 years; text book used, Olmsted's Rudiments; advanced as far as page 180.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 5 | 1 | 0 | |
| 2 | 4 | 1 | 1 | |
| 3 | 2 | 2 | 1 | |
| 4 | 3 | 2 | 1 | |
| 5 | 6 | 0 | 0 | |
| 6 | 1 | 0 | 5 | |
| 7 | 1 | 4 | 1 | |
| 8 | 2 | 1 | 3 | |
| 9 | 4 | 1 | 1 | |
| 10 | 2 | 1 | 3 | |
| 11 | 1 | 3 | 2 | |
| 12 | 6 | 0 | 0 | |
| 13 | 1 | 1 | 4 | |
| 14 | 5 | 0 | 1 | |
| 15 | 4 | 0 | 2 | |
| 16 | 0 | 3 | 3 | |
| 17 | 3 | 3 | 0 | |
| 18 | 3 | 1 | 2 | |
| 19 | 6 | 0 | 0 | |
| 20 | 1 | 2 | 3 | |
| 21 | 5 | 0 | 1 | |
| 22 | 6 | 0 | 0 | |
| 23 | 4 | 0 | 2 | |
| | 76 | 27 | 36 | 0.55 |

WINTHROP SCHOOL.

Total number of Girls, 261; number in First Class, 51; students in Natural Philosophy, 14; number examined, 9; average age of those examined, 15 years 1 month; text book used, Olmsted's Rudiments; advanced as far as page 180.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 8 | 1 | 0 | |
| 2 | 4 | 2 | 3 | |
| 3 | 2 | 5 | 2 | |
| 4 | 4 | 1 | 4 | |
| 5 | 9 | 0 | 0 | |
| 6 | 3 | 2 | 4 | |
| 7 | 2 | 5 | 2 | |
| 8 | 1 | 1 | 7 | |
| 9 | 5 | 2 | 2 | |
| 10 | 1 | 5 | 3 | |
| 11 | 6 | 2 | 1 | |
| 12 | 6 | 3 | 0 | |
| 13 | 1 | 2 | 6 | |
| 14 | 3 | 5 | 1 | |
| 15 | 5 | 3 | 1 | |
| 16 | 3 | 3 | 3 | |
| 17 | 6 | 2 | 1 | |
| 18 | 2 | 5 | 2 | |
| 19 | 5 | 0 | 4 | |
| 20 | 4 | 1 | 4 | |
| 21 | 7 | 1 | 1 | |
| 22 | 8 | 1 | 0 | |
| 23 | 5 | 3 | 1 | |
| | 100 | 55 | 52 | 0.48 |

TABLE SECOND.

QUESTIONS IN ARITHMETIC.

1. If the wheels of a locomotive be 17 feet and 2 inches in circumference, how many times will they turn round in running 93 miles?
2. Reduce 393 shillings $9\frac{1}{2}$ pence, to pounds, and the decimal of a pound.
3. How much wheat can be bought for 22 dollars when the price is 5 shillings and 8 pence sterling per bushel?
4. Suppose it require 110 yards of duck, that is 32 inches wide, to make the foresail of a ship; how many yards that is 24 inches wide, would be required to make the same sail?
5. Find the interest of \$345.68, for 7 months and 13 days, at 6 per cent. per annum.
6. Find the interest of 512 pounds, 7 shillings and 4 pence, for 1 year, 2 months and 21 days, at 5 per cent. per annum.
7. At 7 per cent. per annum, in what time will \$114 amount to \$127.30?
8. If a speculator gain 12 per cent. by selling flour at \$8 per barrel; what will he gain by selling it at \$9 a barrel?
9. What is the square root of 848241?
10. What must be the measure of one side of a cubical bin that will contain 21952 cubic feet?

BOYS.

EXAMINATION IN ARITHMETIC.

ADAMS SCHOOL.

Total number of scholars, 325; number in First Class, 67; number examined, 13; average age of those examined, 13 years 7 months.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 6 | 7 | 0 | |
| 2 | 7 | 5 | 1 | |
| 3 | 6 | 3 | 4 | |
| 4 | 5 | 6 | 2 | |
| 5 | 8 | 4 | 1 | |
| 6 | 5 | 6 | 2 | |
| 7 | 4 | 3 | 6 | |
| 8 | 0 | 8 | 5 | |
| 9 | 8 | 1 | 4 | |
| 10 | 4 | 2 | 7 | |
| <hr/> | | | | |
| | 53 | 45 | 32 | 0.40 |

BRIMMER SCHOOL.

Total number of scholars, 280; number in First Class, 87; number examined, 25; average age of those examined, 14 years 7 months.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 9 | 16 | | |
| 2 | 22 | 3 | 0 | |
| 3 | 8 | 6 | 11 | |
| 4 | 13 | 5 | 7 | |
| 5 | 16 | 9 | 0 | |
| 6 | 6 | 14 | 5 | |
| 7 | 6 | 15 | 4 | |
| 8 | 11 | 3 | 11 | |
| 9 | 22 | 1 | 2 | |
| 10 | 4 | 4 | 17 | |
| <hr/> | | | | |
| | 117 | 76 | 57 | 0.46 |

BOYS.

EXAMINATION IN ARITHMETIC.

MAYHEW SCHOOL.

Total number of scholars, 380 ;
number in First Class, 80 ; num-
ber examined, 31 ; average age
of those examined, 13 years, 4
months.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. $\frac{C}{T}$ |
|------------------|------------------|--------------------|---------------|---|
| 1 | 13 | 15 | 3 | |
| 2 | 21 | 6 | 4 | |
| 3 | 21 | 4 | 6 | |
| 4 | 31 | 0 | 0 | |
| 5 | 26 | 5 | 0 | |
| 6 | 11 | 11 | 9 | |
| 7 | 10 | 10 | 13 | |
| 8 | 2 | 26 | 3 | |
| 9 | 24 | 1 | 6 | |
| 10 | 20 | 1 | 10 | |
| <hr/> | | | | |
| 179 | | | | 0.57 |

PHILLIPS SCHOOL.

Total number of scholars, 369 ;
number in First Class, 81 ; num-
ber examined, 23 ; average age
of those examined, 13 years 6
months.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. $\frac{C}{T}$ |
|------------------|------------------|--------------------|---------------|---|
| 1 | 9 | 8 | 6 | |
| 2 | 13 | 10 | 0 | |
| 3 | 11 | 8 | 4 | |
| 4 | 18 | 3 | 2 | |
| 5 | 18 | 5 | 0 | |
| 6 | 3 | 16 | 4 | |
| 7 | 12 | 4 | 7 | |
| 8 | 3 | 13 | 7 | |
| 9 | 22 | 1 | 0 | |
| 10 | 12 | 2 | 9 | |
| <hr/> | | | | |
| 121 | | | | 0.52 |

BOYS.

EXAMINATION IN ARITHMETIC.

ELIOT SCHOOL.

Total number of scholars, 421 ; number in First Class, 67 ; number examined, 20 ; average age of those examined, 13 years 10 months.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 19 | 1 | 0 | |
| 2 | 20 | 0 | 0 | |
| 3 | 8 | 0 | 12 | |
| 4 | 15 | 3 | 2 | |
| 5 | 17 | 2 | 1 | |
| 6 | 9 | 5 | 6 | |
| 7 | 9 | 4 | 7 | |
| 8 | 0 | 10 | 10 | |
| 9 | 18 | 2 | 0 | |
| 10 | 13 | 1 | 6 | |
| | <hr/> | <hr/> | <hr/> | <hr/> |
| | 128 | 28 | 44 | 0.64 |

GIRLS.

EXAMINATION IN ARITHMETIC.

BOWDOIN SCHOOL.

Total number of scholars, 463; number in First Class, 102; number examined, 30; average age of those examined, 15 years 1 month.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 15 | 6 | 9 | |
| 2 | 19 | 1 | 10 | |
| 3 | 4 | 0 | 26 | |
| 4 | 26 | 2 | 2 | |
| 5 | 29 | 1 | 0 | |
| 6 | 8 | 4 | 18 | |
| 7 | 3 | 1 | 26 | |
| 8 | 8 | 3 | 19 | |
| 9 | 26 | 0 | 4 | |
| 10 | 22 | 0 | 8 | |
| <hr/> | | | | |
| 160 | | | | 0.53 |

FRANKLIN SCHOOL.

Total number of scholars, 419; number in First Class, 82; number examined, 16; average age of those examined, 14 years 11 months.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 11 | 3 | 2 | |
| 2 | 11 | 4 | 1 | |
| 3 | 3 | 2 | 11 | |
| 4 | 16 | 0 | 0 | |
| 5 | 10 | 6 | 0 | |
| 6 | 1 | 6 | 9 | |
| 7 | 3 | 7 | 6 | |
| 8 | 5 | 5 | 6 | |
| 9 | 15 | 1 | 0 | |
| 10 | 14 | 0 | 2 | |
| <hr/> | | | | |
| 89 | | | | 0.55 |

GIRLS.

EXAMINATION IN ARITHMETIC.

HANCOCK SCHOOL.

Total number of scholars, 477 ;
number in First Class, 88 ; num-
ber examined, 29 ; average age
of those examined, 14 years 3
months.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 11 | 7 | 11 | |
| 2 | 14 | 6 | 9 | |
| 3 | 11 | 3 | 15 | |
| 4 | 15 | 4 | 10 | |
| 5 | 10 | 1 | 18 | |
| 6 | 7 | 6 | 16 | |
| 7 | 2 | 3 | 24 | |
| 8 | 2 | 5 | 22 | |
| 9 | 13 | 0 | 16 | |
| 10 | 9 | 0 | 20 | |
| | <u>94</u> | <u>35</u> | <u>161</u> | <u>0.32</u> |

JOHNSON SCHOOL.

Total number of scholars, 504 ;
number in First Class, 116 ; num-
ber examined, 33 ; average age
of those examined, 15 years 1
month.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 9 | 12 | 12 | |
| 2 | 11 | 11 | 11 | |
| 3 | 9 | 11 | 13 | |
| 4 | 12 | 17 | 4 | |
| 5 | 16 | 14 | 3 | |
| 6 | 4 | 6 | 23 | |
| 7 | 2 | 6 | 25 | |
| 8 | 0 | 12 | 21 | |
| 9 | 27 | 2 | 4 | |
| 10 | 10 | 1 | 22 | |
| | <u>100</u> | <u>92</u> | <u>138</u> | <u>0.30</u> |

GIRLS.

EXAMINATION IN ARITHMETIC.

WELLS SCHOOL.

Total number of scholars, 354; number in First Class, 112; number examined, 45; average age of those examined, 14 years 3 months.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 34 | 8 | 3 | |
| 2 | 35 | 3 | 7 | |
| 3 | 20 | 9 | 16 | |
| 4 | 42 | 2 | 1 | |
| 5 | 43 | 2 | 0 | |
| 6 | 9 | 15 | 21 | |
| 7 | 19 | 3 | 23 | |
| 8 | 3 | 17 | 25 | |
| 9 | 31 | 0 | 14 | |
| 10 | 18 | 1 | 26 | |
| | <hr/> 254 | <hr/> 60 | <hr/> 136 | <hr/> 0.56 |

BOYS AND GIRLS.

EXAMINATION IN ARITHMETIC.

DWIGHT SCHOOL.

Total number of Boys, 302;
number in First Class, 55; num-
ber examined, 21; average age
of those examined, 13 years 5
months.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 16 | 5 | 0 | |
| 2 | 20 | 1 | 0 | |
| 3 | 9 | 8 | 4 | |
| 4 | 19 | 2 | 0 | |
| 5 | 19 | 2 | 0 | |
| 6 | 12 | 3 | 6 | |
| 7 | 5 | 8 | 8 | |
| 8 | 2 | 8 | 11 | |
| 9 | 9 | 0 | 12 | |
| 10 | 9 | 0 | 12 | |
| | | | | |
| | 120 | 37 | 53 | 0.57 |

DWIGHT SCHOOL.

Total number of Girls, 148;
number in First Class, 44; num-
ber examined, 6; average age
of those examined, 15 years 2
months.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 3 | 2 | 1 | |
| 2 | 4 | 2 | 0 | |
| 3 | 3 | 2 | 1 | |
| 4 | 6 | 0 | 0 | |
| 5 | 5 | 1 | 0 | |
| 6 | 3 | 3 | 0 | |
| 7 | 1 | 3 | 2 | |
| 8 | 0 | 3 | 3 | |
| 9 | 1 | 0 | 5 | |
| 10 | 0 | 0 | 6 | |
| | | | | |
| | 26 | 16 | 18 | 0.43 |

BOYS AND GIRLS.

EXAMINATION IN ARITHMETIC.

ENDICOTT SCHOOL.

Total number of Boys, 200 ;
number in First Class, 35 ; num-
ber examined, 11 ; average age
of those examined, 13 years 7
months.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 8 | 3 | 0 | |
| 2 | 5 | 3 | 3 | |
| 3 | 2 | 0 | 9 | |
| 4 | 10 | 1 | 0 | |
| 5 | 11 | 0 | 0 | |
| 6 | 4 | 7 | 0 | |
| 7 | 11 | 0 | 0 | |
| 8 | 0 | 9 | 2 | |
| 9 | 11 | 0 | 0 | |
| 10 | 11 | 0 | 0 | |
| | <hr/> 73 | <hr/> 23 | <hr/> 14 | <hr/> 0.66 |

ENDICOTT SCHOOL.

Total number of Girls, 208 ;
number in First Class, 42 ; num-
ber examined, 12 ; average age
of those examined, 14 years 5
months.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 12 | 0 | 0 | |
| 2 | 12 | 0 | 0 | |
| 3 | 6 | 0 | 6 | |
| 4 | 12 | 0 | 0 | |
| 5 | 12 | 0 | 0 | |
| 6 | 11 | 1 | 0 | |
| 7 | 12 | 0 | 0 | |
| 8 | 0 | 11 | 1 | |
| 9 | 12 | 0 | 0 | |
| 10 | 12 | 0 | 0 | |
| | <hr/> 101 | <hr/> 12 | <hr/> 7 | <hr/> 0.84 |

BOYS AND GIRLS.

EXAMINATION IN ARITHMETIC.

HAWES SCHOOL.

Total number of Boys, 224 ;
number in First Class, 40 ; num-
ber examined, 11 ; average age
of those examined, 13 years 10
months.

| No. of the question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|----------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 4 | 4 | 3 | |
| 2 | 10 | 0 | 1 | |
| 3 | 4 | 3 | 4 | |
| 4 | 8 | 2 | 1 | |
| 5 | 9 | 2 | 0 | |
| 6 | 7 | 2 | 2 | |
| 7 | 4 | 5 | 2 | |
| 8 | 0 | 10 | 1 | |
| 9 | 10 | 1 | 0 | |
| 10 | 7 | 1 | 3 | |
| | <hr/> 63 | <hr/> 30 | <hr/> 17 | <hr/> 0.57 |

HAWES SCHOOL.

Total number of Girls, 276
number in First Class, 35 ; num-
ber examined, 14 ; average age
of those examined, 14 years.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 4 | 6 | 4 | |
| 2 | 7 | 2 | 5 | |
| 3 | 3 | 3 | 8 | |
| 4 | 6 | 3 | 5 | |
| 5 | 10 | 4 | 0 | |
| 6 | 4 | 9 | 1 | |
| 7 | 3 | 5 | 6 | |
| 8 | 0 | 13 | 1 | |
| 9 | 13 | 1 | 0 | |
| 10 | 5 | 5 | 4 | |
| | <hr/> 55 | <hr/> 51 | <hr/> 34 | <hr/> 0.39 |

BOYS AND GIRLS.

EXAMINATION IN ARITHMETIC.

OTIS SCHOOL.

Total number of Boys, 212; number in First Class, 54; number examined, 15; average age of those examined, 13 years 10 months.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 4 | 8 | 3 | |
| 2 | 5 | 5 | 5 | |
| 3 | 2 | 2 | 11 | |
| 4 | 5 | 1 | 9 | |
| 5 | 5 | 10 | 0 | |
| 6 | 1 | 4 | 10 | |
| 7 | 2 | 2 | 11 | |
| 8 | 0 | 5 | 10 | |
| 9 | 10 | 3 | 2 | |
| 10 | 0 | 5 | 10 | |
| | <u>34</u> | <u>45</u> | <u>71</u> | <u>0.22</u> |

H

OTIS SCHOOL.

Total number of Girls, 242; number in First Class, 52; number examined, 15; average age of those examined, 14 years 2 months.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 5 | 6 | 4 | |
| 2 | 2 | 3 | 10 | |
| 3 | 3 | 0 | 12 | |
| 4 | 8 | 2 | 5 | |
| 5 | 12 | 3 | 0 | |
| 6 | 3 | 3 | 9 | |
| 7 | 2 | 1 | 12 | |
| 8 | 0 | 7 | 8 | |
| 9 | 12 | 2 | 1 | |
| 10 | 6 | 0 | 9 | |
| | <u>53</u> | <u>27</u> | <u>70</u> | <u>0.34</u> |

I

BOYS AND GIRLS.

EXAMINATION IN ARITHMETIC.

WINTHROP SCHOOL.

Total number of Boys, 200; number in First Class, 43; number examined, 8; average age of those examined, 14 years 2 months.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 3 | 3 | 2 | |
| 2 | 7 | 0 | 1 | |
| 3 | 5 | 3 | 0 | |
| 4 | 7 | 1 | 0 | |
| 5 | 8 | 0 | 0 | |
| 6 | 0 | 7 | 1 | |
| 7 | 2 | 1 | 5 | |
| 8 | 1 | 2 | 5 | |
| 9 | 6 | 1 | 1 | |
| 10 | 2 | 1 | 5 | |
| | <u>41</u> | <u>19</u> | <u>20</u> | <u>0.51</u> |

WINTHROP SCHOOL.

Total number of Girls, 261; number in First Class, 51; number examined, 6; average age of those examined, 14 years 11 months.

| No. of question. | Correct answers. | Incorrect answers. | Not answered. | Per cent. of correct answers. |
|------------------|------------------|--------------------|---------------|-------------------------------|
| 1 | 3 | 3 | 0 | |
| 2 | 4 | 2 | 0 | |
| 3 | 2 | 2 | 2 | |
| 4 | 5 | 1 | 0 | |
| 5 | 5 | 1 | 0 | |
| 6 | 2 | 3 | 0 | |
| 7 | 4 | 0 | 2 | |
| 8 | 0 | 5 | 1 | |
| 9 | 5 | 0 | 1 | |
| 10 | 5 | 0 | 1 | |
| | <u>35</u> | <u>17</u> | <u>7</u> | <u>0.58</u> |

TABLE III.

NATURAL PHILOSOPHY.

THE following will exhibit the order and classification of the Schools according to the foregoing tables, arranged in the order of their per-centage of correct answers to the written questions.

| BOYS' SCHOOLS. | | GIRLS' SCHOOLS. | |
|----------------|----------------------|-----------------|----------------------|
| 1 | Mayhew, . . . 0.70 | 1 | Franklin, . . . 0.64 |
| 2 | Brimmer, . . . 0.67 | 2 | Wells, . . . 0.62 |
| 3 | Phillips, . . . 0.61 | 3 | Lyman, . . . 0.55 |
| 4 | Lyman, . . . 0.57 | 4 | Bowdoin, . . . 0.52 |
| 5 | Eljot, . . . 0.55 | 5 | Johnson, . . . 0.27 |
| | | 6 | Hancock, . . . 0.26 |

SCHOOLS FOR BOTH SEXES.

| BOYS. | | GIRLS. | |
|-------|----------------------|--------|----------------------|
| 1 | Endicott, . . . 0.81 | 1 | Endicott, . . . 0.68 |
| 2 | Mather, . . . 0.63 | 2 | Mather, . . . 0.56 |
| 3 | Winthrop, . . . 0.55 | 3 | Winthrop, . . . 0.48 |
| 4 | Boylston, . . . 0.51 | 4 | Boylston, . . . 0.36 |
| 5 | Hawes, . . . 0.31 | 5 | Hawes, . . . 0.30 |
| 6 | Otis, . . . 0.26 | 6 | Otis, . . . 0.27 |

TABLE IV

ARITHMETIC.

IN the following table, the first column of figures shows the number of scholars examined in each school, without regard to their sex. The second column shows what number of scholars gave correct answers to 9 questions, and so on.

| | Scholars examined. | | | | | | | | | | |
|-----------|--------------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | | Correct in 10. | Correct in 9. | Correct in 8. | Correct in 7. | Correct in 6. | Correct in 5. | Correct in 4. | Correct in 3. | Correct in 2. | Correct in 1. |
| Eliot, | 20 | 0 | 1 | 3 | 10 | 14 | 18 | 20 | 20 | 20 | 20 |
| Mayhew, | 31 | 0 | 1 | 8 | 11 | 17 | 22 | 25 | 30 | 31 | 31 |
| Winthrop, | 14 | 0 | 0 | 2 | 4 | 6 | 8 | 11 | 13 | 14 | 14 |
| Hancock, | 29 | 1 | 2 | 3 | 5 | 6 | 8 | 12 | 16 | 18 | 21 |
| Bowdoin, | 30 | 2 | 2 | 3 | 6 | 14 | 21 | 25 | 27 | 28 | 30 |
| Johnson, | 33 | 0 | 1 | 1 | 2 | 3 | 7 | 12 | 19 | 26 | 32 |
| Adams, | 13 | 0 | 0 | 0 | 2 | 3 | 5 | 7 | 10 | 12 | 13 |
| Endicott, | 23 | 0 | 6 | 13 | 19 | 22 | 23 | 23 | 23 | 23 | 23 |
| Franklin, | 16 | 0 | 0 | 3 | 5 | 9 | 12 | 14 | 14 | 16 | 16 |
| Hawes, | 25 | 0 | 3 | 4 | 7 | 11 | 12 | 14 | 18 | 22 | 24 |
| Mather, | 34 | 0 | 0 | 3 | 10 | 15 | 17 | 27 | 30 | 31 | 34 |
| Boylston, | 26 | 1 | 5 | 6 | 8 | 16 | 17 | 19 | 20 | 22 | 26 |
| Wells, | 45 | 1 | 6 | 11 | 14 | 22 | 31 | 38 | 39 | 45 | 45 |
| Brimmer, | 25 | 0 | 1 | 1 | 3 | 6 | 14 | 19 | 22 | 25 | 25 |
| Otis, | 30 | 0 | 0 | 0 | 2 | 4 | 6 | 9 | 15 | 23 | 26 |
| Smith, | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Lyman, | 25 | 1 | 5 | 5 | 9 | 13 | 17 | 19 | 24 | 25 | 25 |
| Phillips, | 23 | 0 | 0 | 2 | 5 | 13 | 15 | 19 | 22 | 23 | 23 |
| Dwight, | 27 | 0 | 2 | 4 | 6 | 9 | 16 | 25 | 27 | 27 | 27 |

TABLE V.

THE following exhibits the proportion of Scholars in each School which were examined with *written* questions.

| BOYS. | | GIRLS. | |
|---------------------|-----|---------------------|-----|
| Mayhew, | .08 | Wells, | .12 |
| Brimmer, | .06 | Bowdoin, | .06 |
| Phillips, | .06 | Hancock, | .06 |
| Eliot, | .05 | Johnson, | .06 |
| Lyman, | .05 | Franklin, | .04 |
| Adams, | .04 | Lyman, | .03 |

SCHOOLS FOR BOTH SEXES.

| | | | |
|-------------------|-----|---------------------|-----|
| Mather, | .07 | Boylston, | .05 |
| Hawes, | .06 | Endicott, | .05 |
| Otis, | .06 | Winthrop, | .03 |
| Dwight, | .06 | Smith, | .00 |

TABLE VI.

THE following Table shows the proportion of the *First* classes which were examined with the written questions.

| BOYS' SCHOOLS. | | GIRLS' SCHOOLS. | |
|---------------------|------|---------------------|------|
| Mayhew, | 0.38 | Wells, | 0.40 |
| Lyman, | 0.35 | Hancock, | 0.34 |
| Eliot, | 0.30 | Lyman, | 0.33 |
| Brimmer, | 0.30 | Bowdoin, | 0.29 |
| Phillips, | 0.29 | Franklin, | 0.25 |
| Adams, | 0.20 | Johnson, | 0.20 |

SCHOOLS FOR BOTH SEXES.

| | | | |
|---------------------|------|---------------------|------|
| Mather, | 0.51 | Otis, | 0.28 |
| Hawes, | 0.44 | Boylston, | 0.25 |
| Endicott, | 0.31 | Winthrop, | 0.16 |
| Dwight, | 0.28 | | |

TABLE VII.

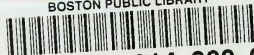
THE *Oral* examinations will vary from the *written*, so as to class them in the following order,—10 representing the best.

| BOYS' SCHOOLS. | | GIRLS' SCHOOLS. | |
|---------------------|----|---------------------|----|
| Mayhew, | 10 | Wells, | 10 |
| Eliot, | 9 | Franklin, | 9 |
| Brimmer, | 9 | Bowdoin, | 9 |
| Lyman, | 9 | Lyman, | 9 |
| Phillips, | 8 | Hancock, | 7 |
| Adams, | 7 | Johnson, | 5 |

SCHOOLS FOR BOTH SEXES.

| | | | |
|--|----|---------------------|---|
| Boylston, | 10 | Winthrop, | 8 |
| Mather, | 9 | Hawes, | 6 |
| Endicott, | 8 | Otis, | 3 |
| Dwight, (examined in Arithmetic only,) | | | 9 |

BOSTON PUBLIC LIBRARY



3 9999 06314 200 2

